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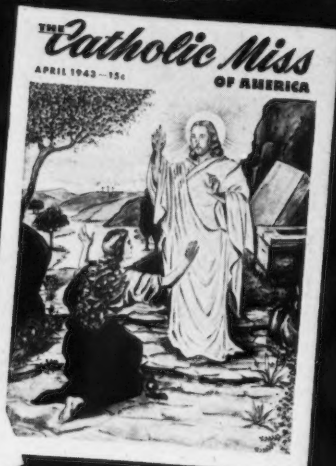
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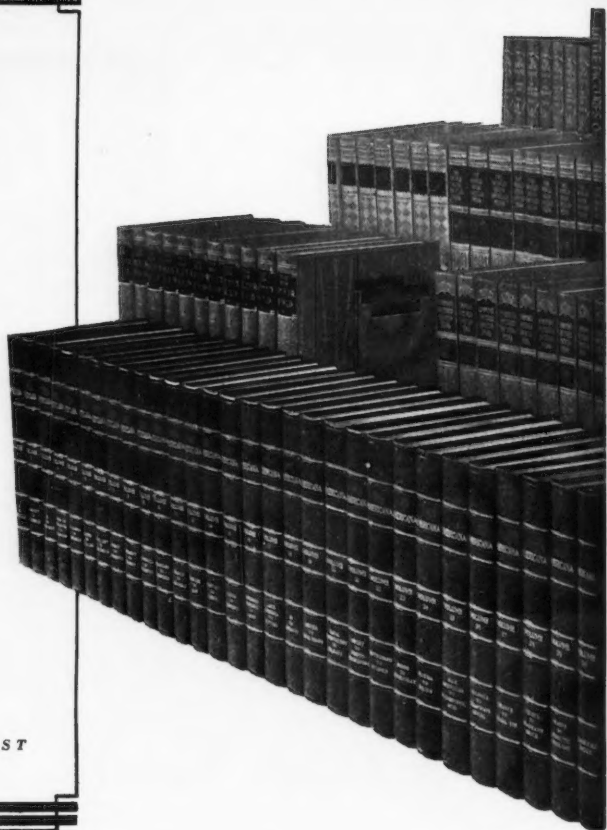
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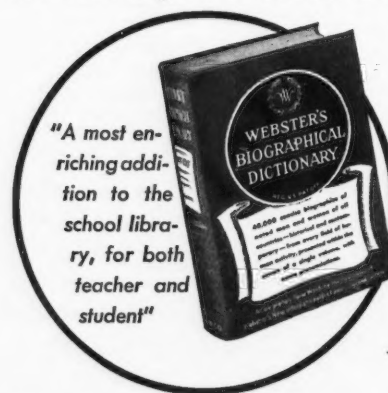
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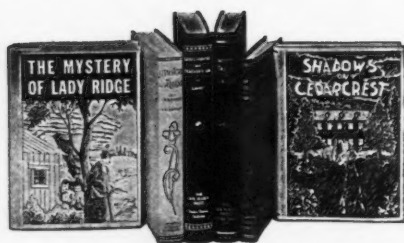
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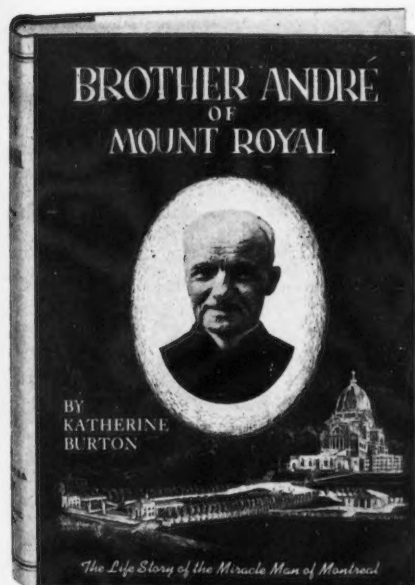
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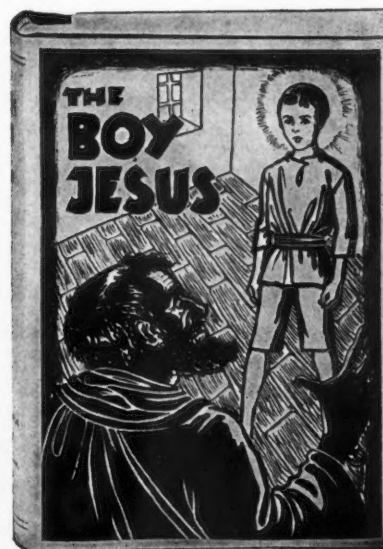
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February, 1944

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N.C.E.A. Meeting

Atlantic City, April 12-13

The National Catholic Educational Association will meet at Atlantic City, N. J., April 12 and 13, 1944, it has been announced by Rt. Rev. Msgr. George Johnson, Secretary General of the Association.

The fortieth annual meeting, scheduled for Buffalo last year, was canceled because of transportation difficulties, but the Executive Board has decided that a meeting this year is essential because of important issues now facing Catholic education and the need for post-war planning.

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The Catholic Press in the Classroom

Sister Julia, S.C.L.

AMONG teachers there seems to be prevalent opinion that senior high school students, and for that matter all high school students, are not interested in the study of religion. Or if students prepare in a mediocre way a given assignment, or glibly rattle off memorized answers to stereotyped questions, that they still do not practice their religion. Of course, cognizance must be taken of the fact that the finer practices of religion are achieved only through the delicate and difficult task of cooperating with the grace given one; but, leaving that aside, the religion class, it would seem, would hold at least the same interest for students that other classes hold. If it does not, as seems to be the assertion, then why is it difficult to interest our young people in the study of their religion? There is possibly more than one answer to this question. There is the opinion that external influences exert themselves, that it is because our public schools ignore religion, because our great endowed universities ridicule religion, because our newspapers, our magazines, and our books take the stand that religion is a thing for the superstitious, the old fashioned, the stupid, the narrow minded, the unenlightened. And if our students are being tainted with such attitudes, it is high time we act energetically. But, possibly, another agency might serve as the focal point of this study.

Catholic Press is Interesting

To get and hold the attention of the students we teach, it is necessary to talk about the things that grip them, the things they want to hear, the things that naturally interest them. It has been said that the great mass of the American people lacks the time, the intelligence, and the desire to study asserted facts or weighty

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arguments. Boys and girls are like them. Yet, a book cleverly baited with the right stimulus seldom fails to catch their suggestibility. Religion classes can be baited in the same way. A lesson might be taken from business. If the students do not care to listen; if they do not want the goods we offer, why go on talking about the merits of the goods? For the moment, why not forget that effort and try to *make* them want our goods? In other words, why not give them a sales talk? I do not purpose, mind you, to set up a sales talk and do away with exposition. I purpose to use both.

Every good sales talk is designed to make the prospect want the product. Like every other speech that aims to make men act, it must first make them *want* to act. Nothing is a bargain, however low the price, if you do not want it. But it is just as true that the person who eagerly wants your goods will pay any price within reason, and he will prize the goods in proportion to the sacrifice he must make to get them.

Not so long ago, I heard a wealthy woman talking to a rather dowdy shop girl. For some reason, the talk turned to shows and the woman put the question: "Do you enjoy shows?" The girl's eyes opened wide, as she shot her answer back: "Gee, lady, when you have to save for weeks and weeks to see a show, you just gotta enjoy it."

Vivid Presentation of Motives

Why can we not make our students *want* what we have to offer and *enjoy* what we have to offer, and why can we not make them want it so much that, when they get it, they will cling to it?

"Very well," someone may say, "we're willing to make them want it; but how can we do that?"

That's a fair question. And it is up to the teacher of religion to think up ways of so diversifying the presentation of the study of religion that students' interests are developed and enlarged and engrossed. Men do things from certain motives. For convenience, those motives may be reduced to four: (1) the desire for self-preservation; (2) the desire for power; (3) the desire for esteem; (4) the sense of devotion.

These motives are the bait that moves the will; and the will is the gate keeper of the understanding. Why did Peter swear up and down, "I know not the man"? To save his skin. Why did Judas shatter, for all time, our faith in the strength of human loyalty? For the power that would come with the thirty pieces of silver (for he expected more than he got). He dreamed of what he could do if he had money. Why did the Pharisees play the hypocrite? So that their fellow men being deceived might hold them in high esteem. Why do people put money in life insurance? Out of devotion to their families.

Men act from these motives; men have these desires and try to satisfy them. They feel they cannot continue to live without what satisfies them. Once get it into a man's heart that he cannot do without God, that there is nothing else that he needs so much as he needs God and religion, and he will find a way to believe in God and practice his religion — no matter what the cost.

The Pearl Without Price

We have a product that men need more than they need anything else in the world, and it is our problem to make our students want that product. That is what the salesman does; that is what the politician does; that is what the diplomat does; that is what the fisherman does as he carefully

selects the fly to which the trout will rise. And in the light of what the Holy Father has said about Catholic Action, we — all of us — are "fishers of men."

The Church Solves All Problems

If the class does not want to study assignments in the religion text because they "have been studying that stuff ever since the first grade," experience has shown that an interesting and profitable side-stepping in salesmanship will be found in the introduction of the Catholic Press into the classroom. The discussions which follow from its use, with the religion text supplementing and providing authoritative reference, will repay the effort spent in preparation and the insistence it takes to have copies of papers and magazines brought from home. The current problems in which youth is interested will be in the Press; from these current problems doctrine and dogma and history will be taught in the explanation of the whys and wherefores that are bound to arise. Discuss with the class the news, the features, the editorials, the question box, the lives of the saints, the feasts of the Church calendar, the liturgy, etc. Games, contests, amateur plays will all come up for interesting and beneficial comment and discussion. The Church's contribution to music and art will be enlightening and satisfying. What is going on the world over will be an incentive to more earnest striving to participate in the activities that are an integral part of Catholic life; enthusiasm for spiritual heroism and admiration for the virtue of the saints will be aroused in the presentation of the matter in different form and in the prominence accorded it by the Press. The questions that confront the adult, and, therefore, confront the Catholic junior and senior, will be found possibly in the question box, if there is one, or possibly in the solution of a point brought up for discussion, and one query will bring up another until a vast amount of ground will be plowed up, and then comes the planting of the seed.

Replace Wrong With Right

The emotional life of an individual and of a nation moves in cycles. Just now it is very much the fashion to be continually talking about what's wrong — wrong in education, wrong in government, wrong in family life, wrong in almost every aspect of our lives. Now, I am the last person in the world to recommend an ostrichlike attitude — a retreat from the facts. To my way of thinking, it is a wrong attitude that suggests that a man should sit by the side of the road and watch the race of men go by. Power, exhilaration, and satisfaction come from taking one's part in the heat and burden of the day. The sane and rational attitude is one which recognizes that there are wrong things in the world, but which at the same time tries to *do something* about those wrong things. Then

here is an opportunity to develop a constructive attitude in our students, the attitude that there are many things that are *right*, and we can begin with what is right with Catholic education, Catholic ideals of government, Catholic family life, etc. The vying to discover the things that are *right* will stimulate to remedy the ills of this country. It will be found that students are eager for life and the chance to make things right with America.

Teach Dynamic Thinking

No one can estimate the far-reaching influence of a teacher who tries sincerely to develop dynamic thinking and acting and who discourages cynical fault finding. Let us emphasize the things that the experience of the race has proved are *right*, and let us try in our teaching to help young people to make right the things that are now wrong in their own attitude. A class conducted along these lines precludes monotony; a textbook that seemed so uninteresting when presented in question-and-answer or topic recitation takes on new dignity when used as authoritative reference, and its matter has new significance when linked with the current problems of wages, education, annulment, rights of government, or what have you. High school students' lack of interest, attributed to feeling that the fundamentals of religion are known, since they have been studied for eight or ten years, fades into thin air when they are brought face to face with current problems to be viewed in the light of the Church's teaching. A real need for knowing that teaching and applying it is a stimulus that is not only desirable but essential. Mythical objections vanish before the concrete.

Make Textbooks Useful

This paper is not an advocacy of discarding the textbook adopted for school use. On the contrary, it is an advocacy of using the textbook for the purpose of applying to current problems the principles upheld in that book. It is an advocacy of teaching students that only through a living of the principles of Catholicity the world will attain a standard worth striving for; it is an advocacy of training our students to depend upon the Catholic Press for news and views guided by the same sound fundamental rules; it is an advocacy of making religion appeal to the students through their own current interests. Our students must be taught to live *right now*. It is not a matter of preparing for a remote future when they *may* meet problems. Everyone who lives meets problems, and there is a constant present insistence for their solution. Our students are a part of this world. Let me go back to my beginning statement: *sell* religion to the students. Through their own interests, which are interests common to all, develop their *need* of religion. Show them their fellowship with the great Catholic leaders

of the world; make them feel their unity with the good and the wholesome, the desirable and satisfying ends of religion.

Training Catholic Journalists

This will be a stimulus to the budding journalist, too. The same students who are members of the religion class are editors of the school paper. The school paper for school news, certainly. But underneath all school news let there be good sound Catholic philosophy. Let it be apparent to all who read the school paper that Catholic schools are interested in world movements and let that interest be impregnated with the Catholic viewpoint that must be the building stone, the foundation of journalism classes of our Catholic schools. The journalism class is composed of those who, for the most part, in some way, hope to be connected with journalism in the afterschool future. And where better can the journalists of tomorrow get their ideals and principles and convictions than in the religion class?

There was never a time when people looked ahead with greater interest, curiosity, and concern than at present. All thoughtful persons are asking: What does the future hold for the world in general, and for me, and my family, and my interests in particular? Now, in the United States alone there are more than thirty-five thousand newspapers, magazines, trade papers, and professional journals which report the news and prognosticate the future. While predictions are difficult at any time, they are unquestionably more difficult now in the midst of the greatest war in all history. And in the midst of this war the Catholic Church is the one great moral force in the world today. Indeed, it is the only moral force left in the world. The fact that the Church is such puts upon Catholics a grave responsibility. We must save the world from itself. Can we bring this sordid world to hear its Christ? Can we make mankind heed and understand and live His divine wisdom? Can we bring them all to know that lasting peace can come only through the spirit of His Beatitudes — Blessed are the poor in spirit, the meek, they that mourn, they that hunger and thirst after justice, the clean of heart? All this we teachers must strive to do by instigating a return to Christian principles. Catholics must be prepared to meet this responsibility by thought and works in keeping with their duty. And this is where the Catholic Press enters into our teaching.

The Press a Living Textbook

If government and the workings of government are studied through the daily papers in the social-studies classes, why should not religion be studied through the Catholic Press which is the voice and the product of religion? The Catholic Press serves as a "thought purifier." By this I mean that it supplies readers with a Cath-

olic viewpoint, in every sense of the word *Catholic*, by analyzing the news in a fashion that unmask insidious moves made by those who would have the world desert the spirit of truth, justice, and charity. It also gives positive material in the way of news from every part of the world, columns and editorials that stimulate personal spirituality, and it is a medium for the hierarchy and priests to speak to the Catholic people in writing. The Catholic Press is an escape from the materialism that is rampant in the secular press. The Catholic Press is a fine example of the principled paper giving to the reading public news and views always guided by the same fundamental rules. Every major issue is handled with reference to a solid background of principles so that the reader will understand that the policy of the paper will not change from one day to

another, and readers can always trust the organ to be consistent in its opinions. Through such a medium students gain balance and a more mature outlook which they will need for Christian citizenship.

Through the teaching of the Church regarding the problems of the moment and through discussion of these problems with the students, school spirit grows into Christ spirit with its permanency and balance, and the reason for backing and promoting school movements becomes apparent, and when school activities are memories, participation in Church and parish activities follows as a part of Catholic life, and the life of the family grows with the life of the Church. In this way, our students gain a foundation and understanding of their religion which enables them to become active, worthy, militant members of the Church Militant.

Stick to Principles

War is hard. Invariably a breakdown in principles occurs during and following a war. Some give up without a struggle while many more will fight for a while and then fall back before the mounting wave of difficulties. Just such a breakdown is bound to occur during the present affair and steps must be taken now to combat it as far as possible. The importance of sticking to principles can never be too strongly impressed upon the minds of our students who are to be the leaders back to normality. Catholic principles, the principles of justice and truth, must be firmly planted in their minds and a working means must be supplied so that these principles may be put into practice. The Catholic Press in the religion class is a way—forceful, profitable, and pleasant.

Material for Character Education

Sister M. Brigetta, O.S.B.*

SOME time ago I had the opportunity of listening to a group of teachers discuss the bothersome problems of the grammar school as it operates today and, I may add, of the postgrammar school as well. It was an illuminating discussion and very serious because classroom problems are vital things to religious teachers, naturally alive to the sacred responsibilities of their profession. That discussion prompted this paper, some stray thoughts of which will, I hope, be happily provocative of more helpful and inspiring thoughts in those who read it.

Character Education Needed

Of the problems reviewed in that discussion, the most disturbing by far was juvenile delinquency which, as we know only too well, has reached alarming proportions in our day; and is, unfortunately, not unknown even in our Catholic schools. This tragic fact brings me to the point, or points, that I wish to present here. To begin with: what are we actually and consciously doing in our classes to counteract the evil influences that generate delinquency and its sad effects? As religious teachers we are doing much, of course; but it may be that we can do still more and better things. We can try anyway and keep on trying. Most of us expend our daily energy in the classroom following a pedagogic schedule that is at its best only relatively educational. Am I wrong? But education, as we know, has a far more vital function than the mere teaching of facts—grammar, geography, arithmetic, and so on. Education, scientifically interpreted, means growth, the development of character, an achievement that would seem to be of minor importance in the average

classroom today, if we may judge from composite results—the frequency of complaint against the graduates of our schools.

An Obstacle

Without doubt the main cause for this condition is the daily program which gives the average teacher no opportunity to divert her energy from a specified path, even should she greatly desire to do so. There it is on the wall or blackboard, her program, with a definite assignment for every half hour, an assignment very good in itself but only remotely connected with the development of character, strictly considered. Religious teachers, from the very nature of things, are each and all determined to make their pupils at least as proficient in catechism and religion as in geography, for example, but even with them time flies by, and look at all the lessons to be learned and all the facts to be memorized. In view of this state of things we can appreciate the small part that character training and applied ethics plays in the daily program of the average grammar school, yes, and in the postgrammar school also, except, as I said, in a relative way.

Our Advantages

Fortunately, our Catholic schools have not only an impressive religious atmosphere but also the catechism class, religious exercises, the singing of hymns, and other spiritual factors that mold heart and soul whether we are actually conscious of it or not. How wonderful it would be if we could augment this religious background by a short period daily, or every other day, devoted to the teaching and illustration of ideals and principles, such as: truth, honesty, fair play, respect for the rights of others, give-and-take, etc. Even in

the lowest grades this could be done with golden results; but as neither time nor usage seems to favor it, we must perforce fall back on the reading lesson for an appreciation of the fine things in life and literature and their application in daily life.

Fine Material in School Readers

Literature? Why, yes, some grade readers have fine literary selections which, if properly handled, can be an absolute talisman in the hands of any teacher interested in the cultivation of the spirit as well as the mind. Reading and pronunciation, spelling and grammar, will be important in the eyes of that teacher; but far more vital than any of these will be the lesson in character training that she will find in practically every selection in her textbook. There before her sit thirty or more children, eager and plastic, every single one of whom she can mold and impress, if she only has the will and opportunity to do so. Grade readers have illustrations that are highly suggestive, through the medium of which the genuine teacher can make indelible impressions on the hearts of her young charges. She will utilize not only the reading lesson, as such, but all related aids for greater and more lasting results. Let me explain briefly what I mean. Suppose that each reading lesson carries an illustration of the theme or some point connected with it; this illustration has action, suggestion, information, color, character portrayal—all of which can be presented and emphasized with a view to character training. In one of several readers here on my desk, I find such pictures as: a group of children marching in the Easter procession, a little boy leading a blind man across the street, two little girls kneeling beside their mother saying night

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prayers, a policeman looking at a store window smashed to atoms by some delinquent. Fine material this, for the inculcation of piety, sympathy, kindness, fair play, respect for the rights of others, and so on. Even a few minutes of this applied juvenile ethics every day would richly repay time and effort. Let us all try it and watch the results. It would be most interesting, to say the least.

Counteract Sources of Evil

Possibly some of my readers will, on the contrary, consider this another example of airy castle building and little more. Absolutely no; I speak from personal experience and from the experience of fellow workers. Juvenile literature of the type found in our best readers can surely do as much constructively as the opposite type can do destructively. Look at the movies, the "funnies," and such like sheets and their bad effects on the young; without a doubt they are the main cause of juvenile delinquency. I remember being "held up" once on a street in south-side Chicago by an urchin who pointed his pencil at me and shouted "Stick 'em up." I talked to him and he told me that he had seen that very thing a few days before in a movie. Well, if harmful pictures can do so much mischief, just think of what the opposite kind will do to counteract this baneful influence so widespread in our day. Readers are usually well adapted to grade level; so this lesson in juvenile ethics can begin very early, even in the first grade.

Teaching Through Music

Hymns and patriotic songs are excellent media for character training also as well as an excellent auxiliary to the reading lesson. I know some teachers who find hymns a perfect instrument for the development of respect and reverence in the young. Take, for example, the hymn, "Jesus, the very thought of Thee," and what a fine opportunity for impressing reverence for the Holy Name. This is only one of a multitude of others, all of them easy to learn, easy to illustrate. Patriotic songs are very popular in the classroom and they, too, can teach far more than mere patriotism, without detracting one atom from our love of flag and country. Look at that song everybody knows, or should know, "My country 'tis of thee, Sweet land of liberty!" "Land of liberty!" What does liberty mean? How does it work out in the classroom? On the street? On the playground? It surely does not mean destroying books and furniture, smashing windows and other breakable things, selfishness and meanness. Here again one word, *liberty*, opportunely lends itself to teach a beautiful lesson in juvenile ethics. I know one teacher who makes it a point to have the song, "Home, Sweet Home," sung by her class at least once every week and then makes some pointed comments on it. Home is not just a house, an apartment; no, home is something "homier" and happier. Home is where mother lives and waits, day after day, for her children to return from school or work, and to make them

happy. "Be it ever so humble, there's no place like home." We all know that the modern breakdown of home life is the chief cause of most classroom problems.

And Good Poetry

Many teachers keep a collection of suitable poems on their desks and when an opportunity comes around they read and interpret a few of them and select some passages for memory work. For the majority, these memorized passages will fade but never to complete forgetfulness. So, if teachers in our elementary schools cannot find time for a

lesson devoted specifically to character training, this incidental way of doing it will be a tremendous help in the right direction and will fit neatly into the reading class. What a singular privilege this, to teach children to be good and, as a result, to be happy, to impress upon their plastic memory the truth so well expressed by R. W. Service, in his poem, "Young Fellow, My Lad." Teachers can achieve all this and more; children are tractable; they hunger for love, appreciation, help, sympathy; and, if we give them these very things, they will instinctively respond.

In His Image

Sister M. Protase, S.S.J.

WAKE UP, Catholic teachers! Don't let the creative energies of your pupils remain mere potentialities; let them blossom into actualities.

The modern world is your incentive, with its war and pestilence, greed and cunning, selfishness and deceit. These do not display the world as God made it. It is up to you to get your pupils responsively aware to the beauty of God in the universe. They need the aesthetic outlook in order to live a fuller, richer life. Too much of life is being missed by the aesthetically illiterate.

In this article, I have attempted to illustrate briefly but in detail what we teachers should be, what we should do, and how we should act in this vital process of making our pupils more like the God who created them.

They Sit Before Us

They sit before us, 45 of them, 38, 50, whatever the number may be: Johnny with his right arm in a cast, victim of a hard earned "pass"; ever smiling Mary who finds living so smooth and lovely; Matthew for whom the age of reason is coming late but nevertheless certainly—all active potentialities, actually bound. We look at them and smile; God who made them smiles too, and says, "My work is good."

As we survey our pupils we may recall some of our own early life. Years have melted into "pooling years"; for some of us there were turbulent girlhoods, for others, the peaceful humming of a lovely childhood. Notwithstanding the kind of youth, we teachers have experienced it. Time has given us many friends, and, as Chesterton says in *The Well and the Shadows*, "The real profit is not in meeting friends, 'but in having met them.'"

Our grade school teachers (God bless them!), the first book we read by ourselves, the first time we could print our names, the first picture we colored, the story we wrote the first time about "My Pet," all the count-

less little school things we achieved—these are the unforgettable half-forgotten things which started us on our way to really seeing God's earth and which classified us as doers in a wide and wonderful world.

What Can We Do for Them?

In turn, tremendous is our power to help children meet God through the development of the creative power He has given them. In *Ben Hur* we read, "Youth is but the painted shell within which lives that wondrous thing, the spirit of man, biding its moment of apparition." Every one of our pupils, actively-talented or not, possesses creative powers. Sister Margaret Angela, S.H.N., has said in an article, "God used in His infinite way the bridge of nature, over which the children of this life trod, in certain steps, to heaven, and heaven might in all its sublimity be brought down to earth."

Shortly after the preliminary Sign of the Cross is taught, our pupils glibly recite, "God made me to know Him, to love Him, and to serve Him in this life so as to be happy with Him forever in heaven." It is our noble task to help them achieve this divine purpose. Rightly chosen creative activity will help them along the road to heaven.

The Land of Fancy

"A child turns his playthings into thoughts. It is the only way he can learn," says Father Leonard Feeney in *Survival Till Seventeen*. The English class is the most serviceable handmaid of our glorious undertaking. Have we really utilized the celebrated fact that thoughts must precede words, written or oral? Like the endless end of a radiant rainbow, thought gaining is infinite. We teachers can either help keep spinning the eternal tapestry of thought by our dynamic enthusiasm, daring originality, and constant encouragement, or else (and it happens sometimes) deaden the very food for thought by our sepulchral attitude toward the Land of Fancy. We should never grow too old for fairy tales. Of course, reading and a love for reading will

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ever be the best of aids to thought. Our enthusiasm and our ability not only to introduce our children to the best of literature but also to make conveniently available these same books by putting them on the shelves of our classroom libraries are our best aids.

Is reading enough? No, let us not allow our pupils to be sanguinely satisfied with what others have done. Most of our pupils are energetic and wide awake. They will put their shoulders to the exciting adventurous task if we are able leaders.

Our Future Catholic Writers

Catholic writers of the coming generation are in our schools somewhere. Let us help them. A heartfelt applause must be extended to the *Victorian Magazine* for its all-out co-operation in this quest for Catholic writers. During the past year, this periodical has been conducting a contest. Five dollars has been offered and given for every accepted article, story, and bit of verse written by Catholic school children. This is a definite appeal to every child. Why not use it?

Now all of our pupils are not going to be able to put out selling articles, but everyone of them will be able to develop to a fine finish that skill which he has. If the mediocre pupil will leave our grade happier, trained a little more to live an abundant life, and if he has assimilated a few pointers on how to contribute something to the happiness of others, our efforts have been more than successful.

Our Young Journalists

One project which seems to be readily acceptable to pupils is the editing of a classroom paper. Once we have aroused the flame of enthusiasm for such a project, let us step back, and let our "firemen pupils" do the work. We will be astounded by the ability of even pupils of intermediate grades to handle a classroom paper. Now, a class paper is not a far-fetched modern project. This periodical may be done on a very small scale. At the beginning perhaps only one copy will be available; but this one copy will grace the bulletin board and "the world will stop to read." Name the boy or girl of any class who does not consider it an honor to have something he has written published, if only in the *Fifth Grade Star-Gazer*. Yes, we shall find that this project is a vital incentive for well-organized compositions, bits of verse for the poets' corner, and clear, concise explanatory paragraphs for "Science Sam Says." We will discover a fresh enthusiasm pulsating through our English classes, and even *we* will be genuinely glad it's "English Time." How long will enthusiasm for such a project keep pupils aroused? The answer rests on our relentless zeal.

Not only the English class, which really is the outward expression of the other subjects, but also geography, history, drawing, religion, and even arithmetic will be enriched by the class paper.

The Master Artist in giving us the expanse of oceans, the height of mountains, the song



of birds, the wonders of nature like glaciers and volcanoes, the babbling brooks, down to the minutest bit of bituminous, also bequeathed to us the sensibility to see them and the intellect to know them; and finally to the arrival of the knowledge of the ultimate Cause who is Himself. When God made us in His own image, He did not exclude His beautiful way of doing things. It is our privilege to open the eyes and the ears and touch the hearts of our pupils and lead them to their Creator by contemplating His works in the universe.

Journalism Enters Every Field

Geography instructors, attention! How can you contribute to the development of appreciation in your children? How are you able to get your class to cooperate with the *Fifth Grade Star-Gazer*? Review and drill are indeed necessary mechanics for memory training. But try writing "What am I?" paragraphs in substitution for ordinary drill and review. When Mary makes herself a Mysterious Meadow-Wisp of Alfalfa and keeps her identity hidden, while giving noteworthy hints in relating the habits of her species, her home, her purpose and destiny, your worries over the alfalfa subject are over. If you watch closely, you will see the happy lights dancing in Michael's eyes as he becomes the Mighty Mississippi, overflowing its banks at its will, now smoothly rolling down the Wisconsin country, now roaring and tossing against Illinois shores, finally wending its way to the sea. Birmingham, Ala., will come into its own when James transforms himself into the smoky city of this "Pittsburgh of the South." In this way the plan continues, each pupil having the right (and how he does

love it!) to say the magic word, and, presto! become a dazzling dewdrop or one of its relatives. As Aristotle says, "We exalt the thing by letting it become us."

Roll call now asks for the history teacher. Wars, effects and causes, governments and governors, noble leaders and their works—all these and much more are your materials to be presented to a "wiggly-waggly group of gang-age children." Carrying on from the geography class you can use the same idea in conducting on a "Who am I?" quiz. Show me the American boy or girl who wouldn't delight in playing the part of General Grant or Prince Gallitzin. Clara Barton will be a worshiped heroine to a number of girls. The Gettysburg Address will be heard again when a Lincoln admirer becomes the Great Emancipator.

They Act Before Us

And so the recipe continues, we teachers daring to use our own creative abilities to arouse that of our pupils, so that, finally, our teaching will result in producing on the part of our pupils a better appreciation of God's work in the world. Thus, your school year's activities can rotate around the unit of a class paper—attaining a twofold goal of arousing creative ability especially in creative writing (which implies expression, appreciation, knowledge, greater love of God and man), and also awakening prospective Catholic writers who will be the journalists of the next generation.

I noticed that I started this article by saying that our pupils *sit* before us. Rather I should say that they *act* before us, doing and doing—learning to be more like the Father whose children they are.

The CATHOLIC SCHOOL JOURNAL

Editor

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Three Statements from *Osservatore Romano*

A great deal of our discussion of Catholic influence, Catholic education, and Catholic social action is often of a rather naïve character. We assume that because Catholic education is founded on a genuinely Catholic view of human nature and of the universe, its soundness guarantees that anything done in its name will be as perfect as the conception. A great deal of Catholic education fails of its objective and does not have the transforming influence Catholic educational philosophy would seem to indicate. In the field of social action, the ethical-economic and ethical-political, and ethical-social doctrines of Catholicism are missed by people who quote only the *words* of Papal pronouncements. Catholicism as a dynamic force in the life of the individual could transform the world—but the world drifts, and Catholic communities drift, and so-called Catholic countries have deteriorated greatly in the nineteenth and twentieth centuries.

These thoughts are suggested by one of those striking and thoughtful articles which appear from time to time in the *Osservatore Romano* of Vatican City. We do not live up to our social vocation. We pay lip homage to the Popes' social encyclicals. Somehow they do not get transformed into

action. Let me quote the first of three statements of the *Osservatore*:

"At times one is faced with the fact that Catholics, because they know little or nothing of the Papal teachings on social questions, do not live up to what we might call their social vocation."

The second statement more sharply brings into contrast our apparent faithfulness to religious duties of our interior life, and our social action. Judging from the actions of many Catholics, one might suppose that there were no relation between personal and social religion or that the two were opposed. This is what *Osservatore Romano* says:

"Then there are those who do not live up to their principles. Catholics who are apparently faithful to their religious duties in their interior life seem to have a far less tender conscience when it comes to applying the clear rules of justice and Christian charity in the practice of their profession or the running of their business. Such a Jekyll-and-Hyde type of conscience gives great scandal to the faithful, and provides those who wish to discredit the Church with ample material for their campaign."

The third statement relates to a social "indifferentism" of Catholics. Where principle is involved in the individual life manifesting itself in a social environment, indifference or failure to meet the issue becomes a "cowardly acquiescence." It is the easiest way. It is not merely social conformity to "indifferent" things; it is indifference in the essentials. *Osservatore Romano* says:

"Thirdly, there are those who too easily acquiesce in a state of things which beneath a specious exterior is at variance with the Church's teaching. There may be less intensity about their failure, but by sheer weight of numbers this class of Catholics constitutes a real stumbling block for the weak."

It is good for the soul to have such frank and realistic statements regarding Catholic behavior. Might not educators and teachers ask: "What can we do about it?" If you are more introspective, the question might suggest itself: "To what extent are we responsible for the condition?" — E. A. F.

Go Back to the Lord Your God

One thrills to the courage and the daring of the pastoral letter of the German Catholic bishops, written at the Sepulcher of St. Boniface in August, 1943. It was ordered to be read from the pulpit in all Catholic churches on August 29.

What an illumination it would be to all Germany, including any part of Catholic Germany that compromised with or acquiesced in the social power of the Nazis and was unmindful of the development of the Nazi ideology. The truth of the Fulda

pastoral letter is evident not only in Germany but on all continents and to some degree in all countries. The historian and the student of history in every grade of school would be helped immensely if, in their hearts and minds, were this statement of Cardinals Bertram, Faulhaber, and Innitzer, and their associated Bishops:

"Ignorance or insincerity only can dare to assert that the introduction of Christianity had been a misfortune for Germany. More than 1000 years of history prove the contrary. Standing on a foundation of Christian faith and life, the German people ascended in political, economic, intellectual, and cultural spheres to a place of first rank among the nations of the western world. Out of the depths of Christian faith and the bounty of Christian love it has brought forth forces of the mind and spirit, of art and culture, of economic progress and social welfare which have been its honor and its pride, its bliss and its joy.

"All intellectual movements, all the ideologies which moved away from Christian faith have revealed themselves as paths of error and have ended in bitter disappointments.

"Only Christian faith and God's commandments are the bedrock on which truth, right and justice, peace and freedom, authority and discipline, on which any righteous and happy life, and any ordered form of community life, must be based and anchored."

The solution of the Fulda statement is as simple as it is adequate: "Go back to the Lord, your God." It is peculiarly needed "in our own time with its baleful hatred, its abysmal misery, and its terrible sins and trespasses." It is a call to everyone, including those who have forsaken the living God and those "who fashion their own God according to their wishes and ideas, or a special god manifested only in their own nation and race." — E. A. F.

Educational Dangers

Speaking to Religious teachers at the opening of the schools of the Diocese of Brooklyn, Most Rev. Thomas E. Molloy, warned against the danger of federal control of education. Referring to public services to schools, he said: "It is, rather, the method or the motive in performing these services which may leave much to be desired. For, in being made the beneficiaries of such treatment and care, children should not be considered as individuals apart from their families . . . such a program was adopted in the functioning of the totalitarian programs abroad. . . .

"Traditionally education has remained a matter of local concern even though there have been manifested tendencies of the Federal Government from 1785 to the present time to obtain control of education."

What's the Matter With Us?

A Play for Catholic Press Month

Sister Marie Andre, I.H.M.*

The Characters

Mary Lou, a high school girl
America
Sign
Catholic Action
Catholic Digest
Catholic World
Michigan Catholic
Bernadette of Lourdes
Joan of Arc
Father Happe
Toby, from *Mirror for Toby*
Father Feeney

THE SCENE

When the play opens, the curtains are closed. On the stage, left front, there are a table and a chair. At the right front there is a magazine rack. The scene is a library. Behind the curtain are arranged the periodicals and books of the library dressed in cardboard-sign plaques, representing the front cover of the magazine or book that they portray.

Mary Lou comes through the curtains, walks to the table, and deposits her books. She then walks to the periodical shelves and quickly thumbs a magazine, then replaces it on the shelf, saying:

"I wish I could find something good for a change—maybe there's something here."

She takes another magazine, thumbs it quickly, and places it back on the shelf in disgust. Then after a few moments of pondering, she takes another magazine.

"This looks pretty good—Here's something, 'The Yellow Glove.'" She saunters over to the table, pushes aside her books, and settles down to a comfortable reading position. After a few moments, she folds her arms, rests her head on her arms, and falls asleep. The curtain slowly opens. The periodicals and books stand on their various shelves. *America* yawns and yawns. Then it stretches, looks all around for an audience, and finally turns to the *Sign* and says:

THE DIALOG

AMERICA: I have been sitting here for three days and I haven't moved off the shelf. I am so stiff, I feel as though I were a hundred. [*It stretches again.*] What is the matter with me anyway? According to Webster, personality is the excellence of social and personal characteristics. Why I have all of that and more too. My personal appearance is always neat and I am rather slender and unobtrusive. Perhaps my clothes are not flashy, but, after all, clothes do not make the man, do they, Friend *Catholic Action*?

CATHOLIC ACTION: If they do, then I am no man.

AMERICA: There is one thing that people cannot say of me.

CATHOLIC WORLD: What is that, *America*?

AMERICA: That I talk too much. I always speak my opinions briefly and concisely, and I never speak before I think. I have a great

AUTHOR'S NOTE: After a vain attempt to find just the material we wanted for a Catholic Press Month program last year, we arranged our own dramatization. We suggest that you substitute for MICHIGAN CATHOLIC the name of your own diocesan newspaper. The songs, composed by members of our faculty, may be sung by the audience before and after the play, to help the students to catch the spirit of the occasion. A pupil with a good voice may sing the "Michael McBride" song at the end of the skit, before the curtains are drawn.

mission to perform. It is my bounden duty to keep Catholics abreast of the times. I cannot afford to waste time on trifles. I am a prominent person—in fact, I answer the requirements of a mouthpiece of the Church.

SIGN: All of us here on the shelf do that, don't we?

AMERICA: Yes, of course we do, but each of us does it in his own way. Did you read my account in the February 1 issue about the Washington Front? Didn't you find it interesting? Just consider what I taught you and how I did it. Now don't you think I know the art of conversing in an interesting manner?

SIGN: You certainly do, I must admit, yet there are always many ways of saying the same thing, and oftentimes what one says must be guided by what one's friends like to hear.

AMERICA: But that sounds—

SIGN: Now please, Brother *America*, do let me finish. I did not mean to infer that I taught different principles from you. What I mean is that I dress my thoughts in slightly different clothes from you; that's all. My friends enjoy truth through narrative rather than through pure statement of fact.

MICHIGAN CATHOLIC: I really have something—

CATHOLIC ACTION: My problem is much the same as yours, *America*. I do not have the dress that catches one's eye. And furthermore, now that I am situated on this lower shelf, I think that I can hardly be seen by the people who come in here.

SIGN: Well, I must admit you are a little wizened, but one thing is sure, you do talk sense. On that score, we can forgive your nondescript dress.

CATHOLIC ACTION: It has always been my greatest delight to be a sort of walking encyclopedia for those who want information about current Church and State problems. Do you suppose it is because I merely state the facts and principles of things that these high school people do not like me?

AMERICA: I do not think that is the case. I think it is because they do not know you.

Why don't you assert yourself a little, *Catholic Action*—you know—like asking one of these English teachers to make an assignment on some subject of which you alone treat?

MICHIGAN CATHOLIC: I treat of many things—

CATHOLIC DIGEST: Now that everyone has had his say—it is my turn to speak. I do not wish to be boastful, but I fear I have one point on you all. I let you do the talking first, then I boil down the best of what each one of you says until I have a nice meaty stew. You should see the way these students eat me up.

CATHOLIC ACTION: Yes, but don't forget, *Digest* dear, you are only secondhand stuff.

CATHOLIC DIGEST: That may be, but I have what it takes and that's all I have to worry about.

MICHIGAN CATHOLIC: Say, friends, can't I even put a word in edgewise?

AMERICA: Surely, let's give this poor fellow a chance to talk.

MICHIGAN CATHOLIC: I may not be a national figure, but I can boast of something which none of you have. At least, I am way down to earthy. I like homey talk and chatter. Oh, of course, I do teach much, too, but my friends like to know what is going on here around home, and they say I'm their best source for that kind of news.

CATHOLIC DIGEST: It's true you have the advantage there, *Michigan Catholic*.

MICHIGAN CATHOLIC: But in spite of my homey talk and good sense, some turn up their noses at me. Aren't people funny!

SIGN: Especially the reading public, I'd say.

AMERICA: I wonder what our friends across the road think? Do they have the same problems as we? Shall we ask them? We all live here together, we might as well be friends. Yoo hoo, Bernadette of Lourdes, are you there?

BERNADETTE: Is that someone calling? Yes, I am here. Did you want something?

AMERICA: We have a great problem on our hands, and we wondered whether you had that trouble too.

BERNADETTE: What seems to be the trouble, *America*?

AMERICA: It is just this. Sometimes after I have taken my place on the shelf, I sit here for three days before I am moved. I get so stiff and bored. Do you really think that the students do not like me? Do I lack personality?

BERNADETTE: No, I wouldn't say that. You have personality enough. Perhaps it is because you sit on the left-hand shelves and people just naturally look to the right first. By the time they have glanced to the right and walked by, they forget to look to the left.

AMERICA: Perhaps you are right; in any case, do you ever feel that you are neglected, forgotten, or just ignored?

BERNADETTE: Oh, yes, once in a while I feel that way, especially when I see a hand reaching in my direction and the first thing

*Immaculata High School, Detroit, Mich.

I know, it has fallen on Kit Carson, or Sam Houston, or Charles Lamb. Of course, if they are being chosen for an assignment, then I do not mind.

SIGN: Then you do get a little jealous, too, don't you?

BERNADETTE: Frankly, yes. If I did not have so many interesting things about my life to tell, I would not care, but I am full of life and I have much that is interesting to tell.

CATHOLIC WORLD: We don't know you so very well. Suppose you tell us something about yourself.

BERNADETTE: I have so much to tell that I do not know where to begin. But here may be a few amusing anecdotes you would enjoy. For a time while I was in the convent I would have the occasion to go past the parlors, and once in a while visitors would ask if I thought they could see Bernadette. "Why certainly," I would answer. "Just wait a moment, for she is going to go through that door." And so I did.

SIGN: Did many incidents like that occur in your life, Bernadette?

BERNADETTE: Yes, I am filled with stories like that. One time when I was very ill, a bishop came to see me in the infirmary. The bishop stood leaning over my bed, leaning farther and farther so that I could see he wanted his violet-colored skullcap to fall on the bed. He thought I would then pick it up and hand it to him and then he would have a souvenir. Presently the cap fell. . . . But I did not touch it. It stayed where it had fallen. . . . Immediately the conversation fell—like the cap. And the remaining silence made the problem more difficult. At last the bishop was forced to take the offensive. He asked me for the cap—and much to his humiliation, his words unveiled his intention. But I have said too much already. I have a dear friend here. Would you like to meet her?

ALL: Certainly, who is she?

BERNADETTE: This, dear neighbors, is Joan of Arc. She and I have become good friends since we have been placed on the shelf. Once in a while, we are not in each other's company, but we do have times when we have quite an opportunity to get acquainted.

AMERICA: Tell us something of your friend, Bernadette.

BERNADETTE: It hardly seems that I need to tell you who she is, but I am sure she can tell you a few interesting things about herself. Can't you, Joan?

JOAN OF ARC: My name is Joan and my family was from Arc. Not from Noah's "Arc," however. Hilaire Belloc became a good friend of mine at one time and he wrote a brief account of my life. I wouldn't be the one to say it was interesting, but I have heard others say that about his story.

CATHOLIC WORLD: If Bernadette could tell us those anecdotes of her own life, certainly you could do the same. Won't you tell us something of yourself? We are all ears.

JOAN OF ARC: I really do not need to be urged. Perhaps this will amuse you. When I was on my way to Chinon to tell King Charles of my divine mission, a strange thing occurred. I was riding down a very narrow road. In the distance a soldier was nearing us. It was approaching dusk, and we met him at a narrow drawbridge. As I passed him, he swore at me. I answered gravely, "In the Name of God do you swear, and you who

are so near death?" And in one hour, night having fallen and it being the dark of the moon, he missed his way and fell into the water and was drowned.

SIGN: Do you make many prophecies like that? Perhaps you could prophecy something about the brilliant future of this periodical section.

JOAN OF ARC: I fear my days of prophecy are over, but I can wish you the best of luck.

FATHER HAPPE: Katchoo, katchoo, katchoo.

JOAN OF ARC: Did somebody sneeze?

FATHER HAPPE: It was—katchoo—I was I. My this dust is abominable. Thank heavens I do not have to stay in this atmosphere long.

JOAN OF ARC: That's right, you are not a very frequent boarder on these shelves, are you, Father Happe?

FATHER HAPPE: Thank heavens, no.

SIGN: Tell us how you rate. We don't like this feeling of being in the "untouchable cast" any more than you.

FATHER HAPPE: Well, you see, it's this way. I guess everybody rather enjoys my jolly philosophy of life. . . . At least they're always laughing at me. Just the other day, I was telling my neighbor Toby—

CATHOLIC WORLD: And who is Toby?

FATHER HAPPE: Toby? You know, Toby, from *Mirror for Toby*. Well, as I was saying, I was just telling Toby about my little friend Leonora, and he chuckled so hard, he almost fell off the shelf. Didn't you Toby?

TOBY: It's the way you tell things that makes me laugh, Father.

FATHER HAPPE: Leonora, you see, was a little friend of mine; one day I was walking on the grass toward her house, and I heard a voice come out of the ground which said, "Git off the grass!" I leaped into the air. Looking below me, I saw Leonora; she had judicial brown eyes, close cropped hair to match, and an oval face. She was the smallest six-year-old I had ever seen. On her head was a hat that had obviously belonged to a farmer. It had been made to fit with a crumpled newspaper. Suddenly came forth from Leonora, "Oh, I thought your legs were Mr. Billing's legs." "Who," said I, "is Mr. Billing?" "The cowman," said Leonora. "I love him. He has such a lovely smell."

SIGN: I wish we could meet Leonora, Father Happe. Do you think it would be possible?

FATHER HAPPE: Surely, Neighbor Sign. I reside just around the corner from you, and I would be glad to introduce you any day. Now that we have all made each other's acquaintance, let's not be exclusive. There is another neighbor of ours who lives just down street. I'll call him, if you'd like.

ALL: Certainly, call him.

FATHER HAPPE: Father Feeney, are you home today?

FATHER FEENEY: Yes, Father, just dropped in last night.

ALL: Um, just dropped in last night!

CATHOLIC WORLD: Think of that!

AMERICA: Perhaps he will be a little high hat for us common folk.

SIGN: Well, it won't do any harm to meet him anyway.

FATHER FEENEY: How do, folks. Glad to know you. You don't mind if I introduce myself. I am a little forward at times. I guess it's just my nature to be that way.

FATHER HAPPE: We have just been getting

acquainted here. We thought you would like to join us. It seems we have a weighty problem. Most of us experience, at least once in a while, a feeling of neglect. We think most of the pupils are ignoring us. Do you ever feel that way?

FATHER FEENEY: Yes, I do, once in a while, but I refuse to cry over it because:

Never a rhyme I wrote or read

Could ever make me cry;

But a little brown fiddle

Sawed in the middle

Does, and I don't know why.

SIGN [*whisper*]: Can it be that he is a poet and doesn't know it?

AMERICA: Hush, of course he's a poet, and a well known one, too. Let's have some more, Father, that last one was good.

FATHER FEENEY: Perhaps I could tell you a story.

ALL: We love stories.

FATHER FEENEY [*reads the poem "Jeremy"*].

SIGN: Isn't that too true for words! We have made so many interesting acquaintances today, the time has flown.

AMERICA: And a grand chat, too, we've had here today, while Mary Lou has been drowsing. Perhaps if she had heard us, she would have taken some of our complaints to heart. Now that Catholic Press Month is here, perhaps she will get the urge to at least try us out. We aren't so forboding after all, nor are we stilted just because we're Catholic.

CATHOLIC WORLD: Look, she's stirring.

[*Mary Lou raises her head, looks at the clock, closes the magazine, and goes to the shelf. She places the magazine on the shelf and starts to go away, saying:*]

"My, that was a strange dream I had; I wonder if those books and magazines are as good as they claim to be. Well, it won't do any harm to try them anyhow." [*She takes a magazine, looks it over, picks up her books from the desk, and walks away with the magazine under her arm.*]

SONGS FOR THE PROGRAM

Michael McBride takes the greatest of pride¹ In the work of a strong Catholic Press. He reads all the pages, he fumes and he rages, And never gets tired, I guess. His daughter, Mary, she reads late and early, The best selling books of the day. Poor Michael goes crazy. And every few days he Gets up enough courage to say.

CHORUS

Sit down and read things worth while in our Catholic Press. Please stop that trash you enjoy now, you want the best. It's the truth you should be seeking, when you know a thing is good. Won't you sit down and read every line of the Catholic Press?

Mike gets a thrill, as a good Catholic will, When he reads of his glorious faith. His son's great delight is to read every night. He thinks murders and scandals are great. He has a mind, but to truth he is blind. He lets all the good reading pass. He'll sulk and he'll pout

¹Tune: "Sing for Your Father an Old Irish Tune."

When his Dad bawls him out,
In the way that an Irishman has.

CHORUS—repeated

They're writing new books by the score,²
For Christ their pens are fighting,
Each writer seems to strive the more,
Our tastes for books inciting.

Novels, essays, poems, too,
Biographies are thrilling.
Join today the reading ranks?
Yes, we are willing.

Cheer, cheer for our Catholic Press,³
Join all the readers seeking the best.

²Tune: "Pop Goes the Weasel."

Strive with might and main to bring
Honor today to Christ, our King.
Proudly we boast of our fighting men,
Wielding as weapons, the mighty pen,
In the cause of Christ can't we
Cheer them to victory?

Cheer for our Catholic Press,⁴
Answer the call
All for the sake of truth,
For truth is printed here for all.
Under the shield of prayer
Let us all be
Crusaders in the fight
To lead our Catholic Press to victory.

³Tune: "Notre Dame Victory March."

⁴Tune: "Anchors Aweigh."

Is Your Library Well Stocked?

The Standard Catalog and the Catholic Supplement

Richard James Hurley*

A GOOD school library contains not only well-selected books but also an intelligent distribution of titles among the various Dewey Decimal classes used by the students. This problem becomes acute when the science teacher demands more books for his class—and the latest too, please! The English department considers itself the depository of that which is sweetness and light and requests a lion's share. And then the history department or the social-science department; the languages; the home economics, the shop, etc. How is a librarian to keep peace, especially when the library dollar is already stretched beyond recognition! Then comes the accrediting committee with an objective appraisal of the stock of books. There are too many titles in literature and too few in science; too many in fine arts and too few in the practical fields.

The curriculum naturally determines what and how many titles the library should possess in each field. Any such statement that our library should have eight, six, or four books per student to meet state or regional standards does not provide an answer. The intensity of the teaching in certain subjects also influences book selection. The classical nature of the program of studies in many Catholic high schools calls for a type of book supply entirely different from that of the near-by public school where a college, business, science, and general program of studies may run concurrently. Few Catholic high schools are technical or commercial. We tend to have a more selected type of student and, therefore, need an unusually fine library. How are we best to achieve a well-balanced library?

Many of our high schools have met and more will need to meet the Evaluative Criteria developed by the Cooperative Study of Secondary School Standards. The F Section on Library Service of the 1940 edition gives us some help by containing a set of weights for the various Dewey classes in its table A—Book Collection. For instance, the 000 Class of General Reference is given a weight of ten out of a total of one hundred. Philosophy has a weight of 1, religion 2, social science 10,

philology 2, natural science 15, useful arts 10, fine arts 5, literature 15, history and travel and biography 20, and fiction 10. These weights are explained inferentially by a statement in an article by Dr. W. C. Eells,¹ co-ordinator, that the Wilson *Standard Catalog for High School Libraries*, second edition, 1932, was used to check appropriateness of library holdings. A letter from Mr. Kenneth Eells who succeeded his father as co-ordinator states:

"The weights given in each classification in Column G of the 'Book Collection' table are based upon the distribution of recommended titles found in the Wilson Catalog. Thus, approximately 15 per cent of the titles in the catalog are in the 500's, so we gave a weight of 15 per cent to that classification. As you will recognize this is not an entirely satisfactory procedure, but it seemed to us to be about as good as any other that was available."

The failure of the second edition of the *Standard Catalog for High School Libraries* to contain a statement of the proportion of titles included in the various Dewey classes led to

¹Eells, W. C., "Measurement of the Adequacy of a Secondary School Library," *A.L.A. Bulletin*, 1-7, March, 1938.

an inquiry which revealed that a count was made to determine this. No comparison with the first edition of 1926 can be exact, especially as the table of proportions given us has lumped the general works, philosophy, religion, and philology together to form 5 per cent, social science 10, science and practical arts 28; fine arts 6, literature 15, history, travel, and biography 25, and fiction 11. It will be seen immediately that literature and social science have the same percentage; fine arts, history, fiction, science, and useful arts are closely approximated. Religion is buried in the shuffle.

With the weights used to determine the appropriateness and adequacy of our library drawn from the *Standard Catalog for High School Libraries* we should carefully examine the policy of this catalog and the curriculum of our school. Two editions have appeared since 1932—the third in 1937 and the fourth in 1942. Table I vividly reveals some very pertinent facts:

It should be noted that religion is continually decreasing in number of titles; science, history, and literature have also decreased while fiction has increased along with fine and especially useful arts. The implications of this for the ordinary Catholic high school with a college preparatory or classical curriculum, and teaching religion as an integral part of the program of studies, is that we are penalized when accredited by such criteria and find it only a partial help otherwise. How are the Catholic titles in our collection to be credited? Also in what proportion do we need to supplement this accepted and objective set of percentages?

The *Catholic Supplement* to the fourth edition of the *Standard Catalog* comes to our rescue by providing a measuring rod for our libraries for ourselves, our faculty and administrators, and, more especially, for accrediting agencies. For the first time we can present to the world an objective yardstick for a balanced library. The details of this are given in Table II as follows: Using the percentages of titles in each Dewey class in the fourth edition of the *Standard Catalog for High School Libraries* we have estimated the number of titles, subtracted the 70 titles therein marked as "Not approved" for Catholic libraries, added the 808 titles in the *Catholic Supplement*, computed the total number of titles, and finally the percentage of each Dewey class. Therefore, in place of the weights given in the 1940 edition of the *Evaluative Criteria* we can legitimately present a new set of weights based upon authoritative judgment.

TABLE I. Percentages of Titles in Dewey Classes in S.C.H.S.L.

Editions Years		1st	2nd*	3rd	4th
		1926	1932	1937	1942
000	General works		10	1.6	1.6
100	Philosophy		1	.8	0.7
200	Religion	5	2	1.0	0.4
400	Philology		2	1.5	1.0
300	Social science	10	10	12.0	11.0
500	Science	28	15	9.8	8.0
600	Useful arts		10	14.0	18.0
700	Fine arts	6	5	8.1	8.7
800	Literature	15	15	13.0	11.0
900	History, biography, and travel	25	20	24.9	22.6
Fic.		11	10	13.3	17.0

*Assistant Professor, Department of Library Science, Catholic University of America, Washington, D. C.

*Percentages taken from Column G, Table A, Section III of Form F.

TABLE II. Percentages of Titles in Dewey Classes for a Catholic High School*

D. C. Class	Per Cent of Titles in 4th Ed. S. C.	Number of Titles	Disapproved	Added by C. S.	Total	Per Cent of Titles Based on Both
000	1.6	61	1	20	80	1.8
100	0.7	27	7	31	51	1.1
200	0.4	15	9	221	227	5.0
300	11.0	418	5	66	479	10.6
400	1.0	38	0	4	42	0.9
500	8.0	304	5	4	303	6.7
600	18.0	684	1	2	685	15.1
700	8.7	330	1	20	349	7.7
800	11.0	418	13	102	507	11.2
900	22.6 (a)	859 (b)	20 (c)	183 (d)	1022 (e)	22.5 (f)
Fic.	17.0	646	8	155	793	17.5
Totals	100.0%	3800	70	808	4538	100.0%

(a) — 910 is 6%; 909, etc., is 8% and 920 8.6%.

(b) — 910 is 304 titles; 909, etc., is 228 and 920 is 327, or 859 titles total in S.C.H.S.L.

(c) — 910 is 7 titles; 909, etc., is 13 and 920 is 0, or 20 titles dropped.

(d) — 910 is 27 titles; 909, etc., is 22 and 920 is 134, or 183 total in C.S.

(e) — 910 is 324 titles; 909, etc., is 237; 920 is 461, or total of 1022 titles.

(f) — 910 is 7%; 909, etc., is 5.5% and 920 is 10%, or total of 22.5%.

*Statistics revised by Dr. Foran of Dept. of Education, Catholic University of America.

It can be seen in the final column for proportions in both lists as compared to the first column for proportions in the *Standard Catalog* alone reveals:

1. In general works, philosophy, literature, biography, and fiction we have more titles;

in religion we increase the percentage by 4.6 per cent!

2. In social studies, philology, science, useful and fine arts, history and travel we have decreases, most noticeably that of 3 per cent in the useful arts.

What is the peculiar and special significance of this table to us? It means that a well-balanced library in the average Catholic high school would contain approximately 2 per cent general reference books, 1 per cent philosophy, 5 per cent religion, 11 per cent social studies, 1 per cent philology, 7 per cent science, 15 per cent useful arts, 8 per cent fine arts, 11 per cent literature, 7 per cent travel, 10 per cent biography, 6 per cent history, and 18 per cent fiction. It is probable that only those schools with technical courses, shop, commercial, home economics, etc., would have as high a percentage as 15 in the useful arts. This might be cut to 10 per cent and the additional 5 per cent distributed among the other subjects, especially literature, history, and religion. Every school has its own distinctive demands and the above are only relative and not fixed percentages.

The compilers think that the percentages in the last column fairly represent the demands made by the curriculum upon the average Catholic high school library and that it is an objective measurement which should be used in evaluating a book collection, in detecting weaknesses and strengths, in influencing purchasing policies, in presenting data to accrediting agencies, and in building and maintaining a well-balanced library. It has nothing to do, however, with judging the curriculum as many subjects — mathematics, for instance — make little or no demands upon library resources. Let us not build our libraries haphazardly but by a systematic, orderly procedure. Let it not be said of our libraries that we have followed the road of "too little and too late."

Roll Call for Our Elementary School Libraries

A Conference Announced

OUR success depends upon the tools we have and use. The better the tool the better the product and there must be no effort spared in preventing flaws. We refer to our tools as the 3 R's and reading comes first. Out of books comes the knowledge these many children will need to develop into well-rounded Catholic men and women. Books that inform them of the world about them, the issues of yesterday and today, the sum total of their cultural heritage. Books that provide a worth-while outlet for busy hands and rainy days and the precious leisure of childhood. Books that kindle their thoughts, inspire them to noble things and pious deeds. Information, recreation, stimulation. These are what those eager minds need for nourishment. And do we give them husks?

Books without organization for use are but so many bricks waiting for the builder's hand. They cannot be of value until the constructive touch is given. A library must be consciously designed and based upon the basic law of supply and demand. Most elementary schools have books — but do they exploit them? Can they utilize them to the fullest so that every penny invested will reap its hundredfold? Are the books static, dull, dust covered, worn, a collection of gifts and discards? Or is our library active with books in use and new titles being regularly added? No school should rest until the dynamic state is reached in which

books are exploited to the utmost and the use of the library and reading of books are as automatic and natural as eating our meals.

And now we hear the many protests that our judgments are too strict. Even from those who know that "the letter killeth, the spirit quickeneth" are questions of why and how and where and when. Schools are overcrowded, budgets are slender, personnel is not available, lists are not accessible, the public library is generous, next year perhaps — Meanwhile the two million children come and leave and we wonder later on if —

The answer you owe to yourself, your class, your school, your community will be furnished you in the nature of an Institute on Elementary School Libraries to be held at the Catholic University of America in June, 1944. Leaders in all phases of elementary school library work, lay and religious, Catholic and non-Catholic, will assemble to discuss the manifold problems of this complex subject. Subjects will be developed in panel discussions and you will know by digest furnished previous to the Institute the opinions of each speaker present. Thus, you have an opportunity to prepare questions and present problems on the spot and have those all-important questions answered by those who know. Publishers will show you their books and introduce you to some of their Catholic authors. A model elementary school library will be found

in the Department of Library Science under whose auspices the Institute is being given. Selected lists of Catholic books and other material will be handed to you.

On the first of the three-day program the technique of organizing an elementary school library will be discussed. Four topics will be presented: types of school organization, location and arrangement of a library, books and other reading materials, and, last but not least, financing. On the second day, an examination is made of resources available. What do the present agencies — state, regional, county, city, and private — have to offer us? What type of unit plan might we work out? And in the third place we shall discuss and demonstrate publicity methods and materials, especially as pertain to National Catholic Book Week. The third day will be given over to a consideration of reading promotion. Two demonstrations of remedial reading will be given and the aims and methods of reading for the curriculum and for leisure will be surveyed. If not all, at least some phases of the program will prove well worth the time and money expended.

For further details write to the Rev. Dr. Francis A. Mullin, director, department of library science, Catholic University of America, Washington, D. C. Remember this: Books are weapons in this war against pagan ideas and for Catholic truth!

Spiritual Reading in the High School Library

Brother Roger, F.S.C.*

Spiritual reading is becoming more popular than ever in wartime. Even a military emphasis is placed on it with special editions of the Bible and New Testament being printed for the armed forces. Heading the lists of the best sellers were books not designed for war but books with a definite religious background — *The Robe*, and more recently (though not approvingly) *The Apostle*. But students are still unacquainted with this field. To them spiritual reading implies something dull, dry, and savoring of the Middle Ages.

LIGHT SPIRITUAL READING

Spiritual reading for them would not and does not necessarily mean the type designed for clerics and religious. It is not for them a regular exercise to be followed by a period of meditation. Let it be said that for them spiritual reading would be any good book that speaks of the things of God. It might be a biography, an essay, or even a novel; but it would reflect Catholic principles and motivate the reader to appreciate more fully God and the bond of religion. It is less intensive, less concentrated, lighter in scope and content. Ascetical works, discussions on virtue, and theological treatises on the saints find no place in the reading diet of the student. Some young people have been seen reading such books as Leen's *True Sacrifice of the Cross*, the *Encyclicals*, or the *Principles for Peace*, but they are the exceptions. Still there is a world of wealth in spiritual treasures that is suitable, attractive, and inspiring, but still remains unknown to them. The pupils are taught bits of library science: the classification system, the physical make-up of the local library; but they are seldom made familiar with the shelf contents.

ADVERTISE YOUR BOOKS

Too often pupils are unaware of the varied types of books in the library. Too often, too, the extreme emphasis placed on the secular tone of the books limits the amount of interest placed in real Catholic books with a spiritual outlook. A few Catholic magazines, a crucifix, and some lithographs of the Sacred Heart and of the Guardian Angels do not make a Catholic library; nor do they lead the student to ask for whatever religious books may be on the shelves. Granted that there are such books in the library, they are useless if they are not made known. If the high pressure of advertising were applied to these books as well as to those of the other classifications, students might be curious enough to ask about them. High school boys and girls like to hear about the great men and women of God.

SAINTS ARE HUMAN

These young people realize that the saints were just as individual as themselves. All their interests are not encyclopedic, filled with excessive activity found in the blood and thunder of pirates and the glamor of the screen. They can appreciate a simple life of our Lady, or their patron saint if it is served

up in a convincing manner. Books like the *Bedside Books of Saints*, *God's Heroes*, *Twenty-One Saints*, and modern lives by Jorgenson, Keyes, Gheon, and others make the saints real men and women.

When buying books for the library, buy also to meet a built-up demand in the spiritual field. Select to meet the level of the high school group by appealing to the heroic, the sacrificing, and the human. The next step is to advertise. Attractive posters could be made with liturgical symbols and extracts from both the *Imitation of Christ* and the New Testament.

"Apply thyself to reading." — *St. Paul*.

"Spiritual Reading: letters from God" — the Saints.

"Truth is to be sought for in Holy Scripture." — *Imitation*.

"Hear with silence the words of the Saints." — *Imitation*.

The bulletin board can be relied upon for posting book jackets, pictures, and reading lists. Here may be added a list of the books found in the local public library. These lists are usually augmented by others on seasonal readings, as those of Christmas and Lent. These "Readings for Catholics" can do much good; they are bits of Catholic Action that may even be extended to the home. If teachers were to put a personal recommendation on these books themselves, another attraction would be added. As a classroom procedure pupils can be enticed into reading these books if selections from them are read to the class.

STUDENTS NEED INSPIRATION

There are definite advantages in exposing the students to these books. Reading the New Testament or the *Imitation of Christ* is certainly inspiring when the boys and girls realize they are so close to the word of God. They would be more interested in reading the Bible if they knew that there is an indulgence at-

tached for every quarter of an hour spent in reading it.

Vocations are stimulated. The good examples replete in these books may awaken a new spirit of interest and generosity. Herein may germinate the seed of some future priest or religious. Vocations so heroic as those found in *Damien the Leper*, *When the Sorghum Was High*, *John Baptist de la Salle*, and *Pere Marquette* certainly draw marks of appreciation that grow into ideals. Spiritual reading makes the student realize the Catholic life in its entirety. He sees more of those spiritual matters that may have been so vague during retreat time in the tracts and pamphlets that are foisted upon him repeatedly each year. He begins to understand that there is something behind the teachers who teach him and the pastor who guides him; he strengthens the ties that bind him to his own family.

A new emphasis is added to his study and familiarity with Catholic authors. Not only have canonized saints been recorded, but also men and women eminent for sanctity whose lives have been penned by representative Catholic writers. Bishop Brute in *The Reed and the Rock*, *Mere Marie of the Ursulines*, and many others have found places side by side with other great men and women.

Certainly by making known the field of spiritual reading we are adding a new force to the Kingdom of Christ. As the *Imitation* has it: "The voice of the books is the same, but it teaches not all men alike; because I am the Teacher of truth, the Searcher of the heart, the Understander of thoughts, distributing to everyone as I judge fitting."

SOME INSPIRING BOOKS

Appended is a partial list of books suitable for high school spiritual reading:

Ayscough, *San Celestino*
Browne-Oli, *Their Name Is Pius*



An exhibit for Catholic Book Week, 1942, at Incarnate Word Academy, St. Louis, Mo. The exhibit was sponsored by the librarian and the teachers of English.

*St. George High School, Evanston, Ill.

Burton, *Sorrow Built a Bridge*
 — *In No Strange Land*
 Considine, *Around the World*
 — *When the Sorghum Was High*
 Day, *From Union Square to Rome*
 Douglas, *The Robe*
 Farnum, *Street of the Half-Moon*
 Farrow, *Damien the Leper*
 Feeney, *Fish on Friday*
 Jewett, *God's Troubadour*
 Keller & Berger, *Men of Maryknoll*
 Kent, *Mass of Brother Michel*
 Keyes, *Sublime Shepherdess*
 — *Grace of Guadalupe*
 Kuhel, *The Royal Road*

Margaret, *Father de Smet*
 Maynard, *Reed and the Rock*
 — *Odyssey of Francis Xavier*
 O'Brien, *Life of Christ*
 Raymond, *The Man Who Got Even With God*
 Repplier, *Junipero Serra*
 — *Mere Marie of the Ursulines*
 — *Pere Marquette*
 Sargent, *Our Land and Our Lady*
 Schulte, *Flying Priest of the Arctic*
 Talbot, *Saint Among Savages*
 Werfel, *Song of Bernadette*
 Wilson, *God's Jester*
 Yeo, *Francis Xavier*

A Word for the Rural School

Rev. George Haeusler*

THE rural school holds an extremely important place in education, particularly in Catholic education, in the United States. The urban school attempts to train for life in the city, but the rural school must prepare its pupils not only to live in their natural rural environment but also for possible or probable life in the city. Unfortunately, according to some estimates, 60 per cent of the rural population eventually moves to the city.

Since the rural school faces the task of laying a solid foundation for natural and supernatural living in the child's present environment and in any possible future surroundings, it needs the best in curriculum, equipment, and especially in teachers. Its pupils must be taught to assume a useful place in society, to raise an intelligent voice in government, and to perform all their duties to God and His Church with loyalty, devotion, and understanding.

Objectives of the Rural School

The rural child must be grounded in the right philosophy of life for the attainment of its destiny as a child of God and an heir of heaven. If this basic objective is not attained early in life, the person who later moves to the city is unable to do his own thinking and thus to join his neighbors and fellow workers on an equal footing. Efficient organization of society, proper control of government, and even the success of parish life, to say nothing of one's relations with his own family, demand intelligent cooperation at all times and real leadership on occasions.

Rural Advantages

While much is expected from rural schools, the common impression is that schools in the country are not as well endowed and equipped as their more fortunate contemporaries in the city. Be that as it may, rural schools enjoy a singular advantage precisely because they are situated in the country. The country child grows up in God's school, the school of nature. All nature is developing around

him. He lives and grows with plants and animals. He sees the results of various methods of planting and cultivating and feeding. He learns to base his judgment on his own observation rather than on the words of a book. Seeing is believing; seeing convinces more readily than argument. The rural citizen is a true scientist.

And like all true scientists, the rural citizen learns great reverence for the God who made and controls the laws of nature. He is a man of faith. His eyes have seen that

AWARD FOR CHILDREN'S BOOK

The second annual Downey Award "for the finest American Children's book written in the Catholic tradition" was made on December 8, by the Pro Parvulis Book Club to Mairin Cregan for her book, "Rathina," published by the Macmillan Company in 1942.

The presentation took place in New York City. Rev. Harold Gardiner, S.J., literary editor of "America," presided. The silver medal was accepted for Mairin Cregan, who is now in Dublin, by Hon. Robert Brennan, minister to the U. S. from Eire. Rev. Francis Talbot, S.J., made the presentation.

The Downey award was established in memory of the late Rev. Francis X. Downey, S.J., founder of the Pro Parvulis Book Club, a national Catholic book club for children.

Mairin Cregan is the wife of James Ryan, the minister for agriculture in the Eire government. "Rathina" combines the story of her girlhood on her family estate in Kerry with the adventures of her own children.

The first Downey Award went, last year, to Covelle Newcomb for "The Red Hat," a biography of Cardinal Newman. "Rathina" is a piece of creative writing, a story of a houseful of boys and girls. The judges think that such an example of fine characterization and depiction of spiritual values in the contemporary atmosphere is an achievement of a much needed type of storybook.

Divine Providence must send the rain and the sunshine that his fields may be fruitful. Living close to God in man's natural environment, without serious artificial distractions, his mind is well disposed to hear the word of God and to keep it.

Country people learn to think out the solution of their problems after considering the facts—checking all angles and possibilities. They are not likely to be misled by false pretenses. People from the country who have taken advantage of their natural opportunities to gain wisdom have often excelled in leadership in many professions. Country children, given a good school with good teachers, added to their natural background, have everything in their favor no matter where their lot is cast.

Rural Methods

From what we have said about rural advantages it is evident that the scientific method of observation is eminently suited to rural education. The rural child is always learning by observation; hence he readily understands the principle of "seeing is believing."

The project method is also natural to rural education. The rural child has always been familiar with projects at home. The 4-H Clubs have capitalized this gift of nature with remarkable success.

The device of analogy or comparison in an effort to clarify abstract ideas finds a fertile soil in the country. Many of the parables and other comparisons used by our Blessed Lord were drawn from rural life—the Sower, the Laborers in the Vineyard, the Good Shepherd, the Vine and the Branches, the Fig Tree, etc.

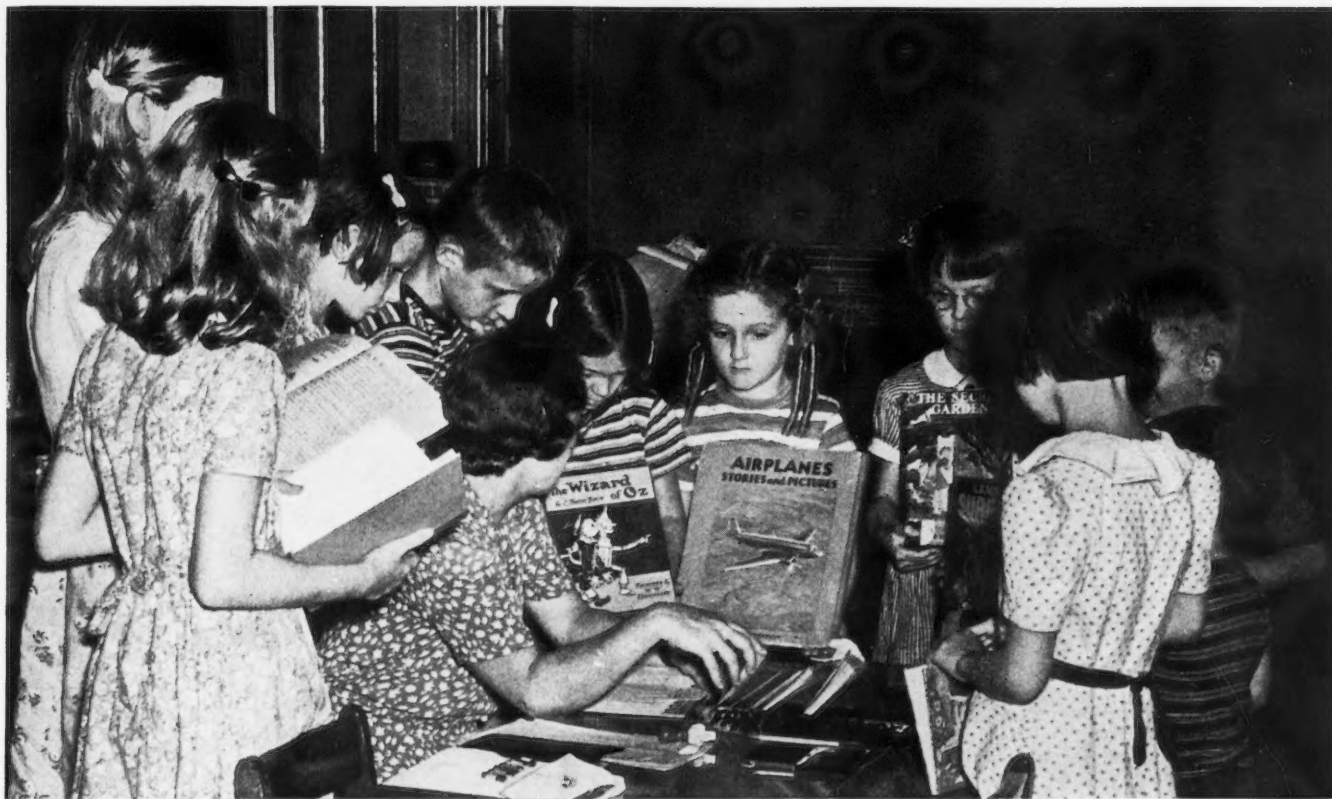
Adaptation of instruction to the individual is facilitated in the rural school because there the individual is more an individual at school, at home, and in the community, than he is in the city. Because the school is comparatively small, the teacher knows each student, his preferences, his ability, and his personality. The child commonly has his own special tasks at home where he can experiment in his specialty.

Society consists of individual units, and its stability depends upon the character of its members. Character is built by personal experience. The graduate of a good rural school whose native endowments have been exercised by competent teachers and parents is the ideal member of a home, a community, a business organization, or a parish.

A significant factor in the rural graduate's preparation for membership in civil society and the parish is the apprenticeship he has served in the primary society—the family. In the country the family, which requires so much cooperation from its members, is the ideal school for good leaders and good followers.

With so many natural advantages, with good organization, well-prepared teachers, reasonably good equipment, and the guidance of the Holy Ghost, rural schools have all the resources needed to become outstanding among our country's educational institutions.

*Sacred Hearts' Parish, Sun Prairie, Wis.



— Photo by Ellis O. Hinsey.

Recent Books for the Classroom and Library

The following list consists, mainly, of new books or new editions which have come to our attention. The chief source of our information has been publishers' announcements and recent catalogs.

The classification of the books according to grade, purpose, and subject, together with a brief description of many of them, will assist you in compiling your own list of the new textbooks and library books, which you will wish to examine. In most cases, we have indicated the publisher by an abbreviation. These abbreviations are explained in the list of publishers which you will find elsewhere in this issue.

Inclusion in this list is not to be taken as a guarantee that a book is the one you want. We have used judgment in making selections, but it has been impossible for us to examine many of the books listed. The publishers will be glad to send you further information or catalogs. Most of them will send you examination copies which you can return if they do not fit your requirements.

You will find in this list many new books and booklets compiled especially for victory courses in aviation and other courses for high school pupils who are preparing for the military service or for defense work.

GRADES I TO VIII

RELIGION

A Method of Confession and Communion for Children

By Rev. Joseph J. Baierl, S.T.D.
5 cents. Catechetical.

Liturgical Symbols—Series II

20 Cards. Colors. \$2. Liturgical.
Cards 11 by 14 inches, illustrating mysteries of the Redemption and the sacraments.

Young Catholic Messenger Publications

Geo. A. Pflaum, publishers of the popular series of weekly newspapers for the grade schools, announces for publication in the near future *The Story of the Mass* by Rev. Hugh Calkins, O.S.M., and Rev. Wm. J. Lallan, S.T.D. This will be the beginning of a series of booklets to

include such subjects as the life of Elizabeth Seton in pictorial form. Another future publication will be *The Cost of a Lie* reprinted from the *Messengers*.

The Baltimore Catechism

Revised edition. No. 0, 5 cents; No. 1, 7 cents; No. 2, 10 cents. St. Anthony.

The Children's Mass

Arranged by Blanche J. Thompson. Illus. by Robb Beebe. 25 cents. St. Anthony.

Paraphrase of liturgical text for groups of children.

Sacred Romance

By Sister M. John, O.S.F. \$1. St. Anthony.

A series of incidents and tableaux in one scene, depicting the priesthood. For parish clubs and schools.

READERS

The Faith and Freedom Series

By the Commission on American Citizenship, Catholic University of America. Mary Synon, editorial consultant; Sister M. Joan, O.P., curriculum consultant. Reading readiness, preprimer, primer, books 1 to 8. Teachers' Manuals. Published by Ginn.

New American Readers for Catholic Schools

By the School Sisters of Notre Dame. Heath.

This modern series, completed in 1943, illustrated in color, offers a complete basic reading program. Based on the concept that the child is fundamentally spiritual and on the natural, everyday interests of children. Religion is an inseparable element of the stories. Eleven books for grades 1-6, with picture cards,

preview activity books, practice books, and teachers' manuals for each grade.

Adventures in Science With Ruth and Jim

By Carpenter & Bailey. \$1.20. Allyn.

The sixth reader in the Rainbow series of science readers. Plants, animals, sounds, light, etc. A workbook to accompany the Rainbow science readers for grade 1 is announced for 1944 publication.

New Readers

Happy Children (1st reader), 76 cents; *Finding New Trails* (gr. 4), \$1.20; *Explaining New Trails* (gr. 5), \$1.20; *Traveling New Trails* (gr. 6), \$1.28. Lyons.

Hello David

By Hanna, Anderson & Gray. 84 cents. Scott.

Second-grade book in Social Studies: Curriculum Foundation Series.

Eye and Ear Fun

By C. R. Stone. Three books, each 24 cents. Webster.

A 1943 revision of these books for grades 1-4 has intensified their purpose, namely, word recognition. They supply a complete, well-organized course in phonics. To accompany any basic readers.

Practice Readers

By Stone & Grover. Three books for grades 4-6, 36 cents each. Bk. IV, for junior high school, in preparation. Webster.

Each book contains 81 stories of equal difficulty for testing progress.

Reading for Interest

By Witty & Others. Illus. in color. Heath.

Eleven books for grades 1-6, by well-known authors, artists, and educators. Charts; readiness practice book; sentence, phrase, and word cards for gr. 1; practice books and teachers' manuals for each grade; and a general manual.

Safety Sam Series

By C. M. Bartrug. Books I and II, 24 cents each; Book III, 28 cents. Webster.

Textbooks and workbooks in safety for grades 1-3. Humorous and interesting.

Core Vocabulary Readers

By Hubert & Others. Macmillan. Second Reader: *Smoky the Crow*, 92 cents. Third Reader: *Planes for Bob and Andy*, \$1.12. Primer: *The Ranch Book*, 76 cents. First Reader: *Rusty Wants a Dog*, 80 cents.

SPELLING**My Spelling**

By Yoakam & Dau. Seven books for grades 2-8, each 52 cents. Workbook edition, each 32 cents. Ginn.

New illustrated spelling books to make spelling interesting to learn and easy to teach. Organized on the lesson-per-week plan.

Goals in Spelling

By Wickey & Lambader. Ten books, 24-28 cents each. Webster.

Text-workbooks offering a well-planned course with a teachers' manual.

My Word Book

Published in 1943. Three books for grades 4-6, paper, each 28 cents; cloth, each 64 cents. Lyons.

ENGLISH**Enjoying English**

By Wolfe, Hamilton & Geyer. Two books for 7th and 8th years. \$1.32 each. Newson.

Our Language

By Johnson & Others. Six books. 84 cents to \$1.08. Ginn.

Your English

By Carter & Hunter. Books I and II for grades 7 and 8. \$1.20 each; Book III for grade 9, in preparation. Little.

Grammar and composition with drill.

ARITHMETIC**First Grade Number Book**

Revised in 1944. 24 cents. Webster.

A workbook for grade 1-A to supplement informal number work.

Work and Play in Numberland

Revised in 1943. 28 cents. Webster. Teaches the 100 addition combinations and the 100 subtraction combinations, and other topics of the second grade.

Number Readiness Arithmetics

By Wren & Osburn. Number Relations (gr. 7), 96 cents; *Functional Numbers* (gr. 8), \$1. Heath.

The six books for grades 3-8, based on children's experiences to develop skills.

How Many? How Much? Let's Find Out

For grades 1 and 2. 44 cents and 48 cents. Iroquois.

Two new books completing the five-book series of the Iroquois *New Standard Arithmetics*. Based on child's natural interests. With graphic picturing of number facts. They also correlate with the primary reading vocabulary.

Living Arithmetic

By Buswell & Others. For grades 3-8. Six-book series, each 88 cents; three-book series, each \$1.28. Ginn.

Provide concrete imagery and teach thinking.

Mathematics in Action

By Hart & Jahn. Published by Heath.

Book One (\$1) for the 7th grade. Reviews fundamentals and introduces geometry, statistical graphs, etc. *Book Two* (\$1) for 8th grade. Introduces measurements of solids, equations, etc. *Book Three* (\$1.32), geometry, trigonometry, right triangle, algebra, and arithmetic.

SCIENCE**Almighty Magic**

By Rev. R. Southard, S.J. 25 cents. Catechetical.

God's mysterious, wonderful works in man and nature. Illustrated.

Modern Aeronautics Activity Texts

Four books: *Aerodynamics, Aircraft Structure and Power Plant, Meteorology, Navigation*. Each 27 cents. Am. Ed. Press.

SOCIAL STUDIES**Study Guide Lessons in Geography**

By W. R. McConnell. Eight books, 28 to 52 cents each. Webster.

One of the series, *Asia, Africa, Australia*, was revised in 1943. These workbooks present much information to supplement any text.

Our World Today (1943 ed.)

By Stull & Hatch. Allyn.

The 1943 edition of these popular geographies stresses global geography. The front end papers of each book contain polar-projection maps showing air routes.

Marketing the Things We Use

By Hanna & Krug. Large size, illus. Scott.

An interesting textbook in conversational style.

The United States at Work

By Martin & Cooper. \$1.76. Heath.

A social and industrial geography for grade 7 or 8.

The Thirteen American Colonies 1492-1763. (New ed.)

By Southworth & Southworth. \$1.44. Iroquois.

American Indians, period of exploration, Colonial period, and Intercolonial Wars.

America's Old World Background, Early Days—1682. (New ed.)

By Southworth & Southworth. \$1.48. Iroquois.

Myths of Greeks and Norsemen, early man. Old World background from dawn of history to Period of Exploration.

New Global Geography Atlas

Price 10 cents plus postage, in quantities of 100 or more; 15 cents each postpaid. Am. Ed. Press.

48 pages of geographical facts with 25 new maps.

America, Land of Democracy

By Sisters of Mercy. \$2.64. Bruce.

A rapid review of American history, including civics. Completes a series of history textbooks for elementary schools.

The Races of the World and Where They Live

Pictures of figures from the Field Museum arranged on a map. \$2. Hammond.

Origin and Growth of Our Republic

By Sister M. Celeste. \$2.60. Macmillan.

Green and Gold

By Hader & Hader. \$1.50. Macmillan.

The story of the banana.

Pan American Material

The *Pan-American Union, Pan-American Highway, Panama Canal, The Araucanians, The Incas, Cabeza de Vaca, Pizarro, General San Martin, Guano Islands of Peru, Snake Farm at Butantan, Brazil*.

GRADES IX TO XII**RELIGION****The New Testament**

Student's Edition. \$1. St. Anthony.

This is one of the recent editions of the new Confraternity text of the New Testament.

The Life of Christ

By Isidore O'Brien, O.F.M. Students' Ed., \$1; Library Ed., \$2.50. St. Anthony.

A revised edition of a very interesting popular book written for the study club and for the laity in general.

Life With the Holy Ghost

By Rev. Hugh F. Blunt. \$1.75. Bruce.

The Church's teaching on the Holy Ghost.

MATHEMATICS**Spherical Trigonometry**

By Freilich and others. \$1.28. Silver.

The only background necessary is a knowledge of plane trigonometry.

Home and Job Mathematics

By Bartoo & Osborn. \$1.20 plus postage. Webster.

An unusual arithmetic suited for a high school course in consumer economics, a reference book, or a book for home study.

Refresher Arithmetic

By Stein. Allyn.

Mastering Basic Arithmetic

New textbook. 60 cents. Lyons.

Basic Vocational Mathematics

By Ewing & Hart. Heath.

Essentials of Trigonometry With Applications

By Curtiss & Moulton. With tables, \$2.25; without tables, \$2; tables separately, \$1.25. Heath.

Plane Trigonometry With Applications

By Wm. L. Hart. \$2. Heath.

Plane Trigonometry, Solid Geometry, and Spherical Trigonometry

By Walter & Wm. Hart. \$2.60. Heath.

5 cents each. Pan-American Union, Washington, D. C.

The American Nations Visits to Other Lands

Two new books in the Atwood-Thomas geographies. \$1.68 and \$1.24. Ginn.

The World at War

By John H. Bradley. 44 cents. Ginn.

Tells why the present war started and how we can prevent war.

Your Country and Mine

By Turkington & Conley. \$1.60. Ginn.

The story of democracy here and abroad.

USEFUL ARTS**A Shady Hobby**

By Jean Bennett. Bruce.

The art of cutting silhouettes. A supplementary text for art classes to be published soon.

Small Creations for Your Tools

By Hazel Showalter. \$2.75. Bruce.

Seventy-eight patterns of novelties from wood, spools, clothespins, and coconut shells.

You Can Whittle and Carve

By Franklin H. Gottshall. \$2.25. Bruce.

Full directions for carving.

New Vocational Mathematics

By Dooley & Kriegel. \$1.64. Heath.

For boys preparing for mechanical and electrical trades.

Mathematics in Daily Use

By Hart and others. \$1.32. Heath.

For 9th grade. Essentials of general mathematics.

Essential Mathematics

By McMackin & Conkling. \$1.48. Ginn.

Measurements, graphs, formulas, finance, etc.—the everyday applications of mathematics.

Mathematics of Air and Marine Navigation

By A. D. Bradley. \$1. A.B.Co.

An introductory textbook presupposing a knowledge of plane trigonometry.

Mathematics Essential to Electricity and Radio

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A city girl transplanted to a farm. For high school girls.

Terry Carvel's Theater Caravan

By Alma B. Sasse. \$2. Doubleday.

A girl becomes a director of amateur entertainment. For high school girls.

MISCELLANEOUS**War Discovers Alaska**

By Jos. Driscoll. \$2.75. Lippincott.

Westward America

By Howard R. Driggs. \$4.50. Lippincott.

Colored illustrations by W. H. Jackson. The history of the development of the West.

Our Good Neighbor Hurdle

By John White. \$2.50. Bruce.

How Protestant proselytizing is embarrassing our Good Neighbor policy.

White Smoke Over the Vatican

By Don Sharkey. Bruce.

Popular interesting history of the Papal States and the Vatican and the government of the Church.

The Story of American Catholicism
By Theodore Maynard. \$3.75. Macmillan.

Burning an Empire

By Stewart H. Holbrook. \$2.50. Macmillan.

The story of American forest fires.**Pius XII and Peace**

Pamphlet. 10 cents. N.C.W.C.

Civics Catechism (Revised)

Pamphlet. 10 cents. N.C.W.C.

Peace Points of Pius XII

Pamphlet. 10 cents. N.C.W.C.

Across a World

By John J. Considine, M.M. \$2.50. Longmans.

Ten years in Asia and Africa.

Children Under Fire

By S.M.C. \$1.50. Longmans.

Notes of a teacher in a wartime school in England, by the author of *Brother Petroc's Return*.

From Perry to Pearl Harbor

By Edwin A. Falk. \$3. Doubleday.

The rise of Japanese and American sea power.

United We Stand

By Basil Matthews. \$2.50. Little.

THE TEACHER'S LIBRARY

RELIGION**The Creed Explained (5th Ed.)**

By Rev. Jos. J. Baierl, S.T.D. \$3.75. Catechetical

According to the psychological method. Based on the revised *Baltimore Catechism* and Dehaarbe's *Catechism*. Planned to put life into the teaching of religion. Each chapter consists of a catechetical unit, preparation, aim, presentation, summary, and application.

St. Teresa of Ávila

By Wm. Thos. Walsh. \$5. Bruce.

A complete life which has been well received by critics and readers.

The King's Advocate

By Simone de Noaillet-Ponvert. \$2.75. Bruce.

The story behind the institution of the Feast of Christ the King.

For Heaven's Sake

By Rev. Gerald T. Brennan. \$1.75. Bruce.

32 sermons for children by the author of *Angel Food*.

Instructions in Christian Doctrine

— IV
By Rev. Nicholas O'Rafferty. \$3.25. Bruce.

Discussion on prayer, the precepts of the Church, sin, and the virtues. Completes a series of four volumes.

Small Talks for Small People

By Rev. Thos. J. Hosty. \$1.75. Bruce.

Familiar short sermons for children. May be used as catechetical instruction.

The Sacraments for Daily Life

By Rev. Bernard Kelly, C.S.Sp. \$3.75. Sheed.

The sacraments and the use of sacramental grace.

Life Together

By Wingfield Hope. \$2.50. Sheed.

Explains the Christian principles of married life. Preface by Father Gannon, S.J., of Fordham University.

Soul Clinic

By Two Sisters of Notre Dame. \$2. Pustet.

An extended examination of conscience for Religious teachers.

The Path of Love

By Father Page (Gerald M. C. Fitzgerald, C.S.C.) \$2. Pustet.

The counsels and spiritual directions of Father Page. Faith and Love of God.

An interpretation of each of the United Nations.

I Saw the Fall of the Philippines

By Col. Carlos P. Romulo. \$3. Doubleday.

Description of the invasion.

The Pacific Charter: Our Destiny in Asia

By Hallett Abend. \$2.50. Doubleday.

They Came as Friends

By Tor Myklebost. \$2.50. Doubleday.

The story of the invasion of Norway.

Brothers Under the Skin

By Carey McWilliams. \$3. Little.

Minorities in America—Indian, Negro, Mexican, Japanese, Chinese, Hawaiian, Puerto Rican, and Filipino.

Mystical Body of Christ

Pamphlet with the Encyclical. 10 cents. N.C.W.C.

Back to Christ

By Most Rev. John J. Swint. 50 cents. C.B.Co.

The encyclical, *Summi Pontificatus*, with comment and explanation.

A Chronical Harmony of the Gospels

By Stephen Hartdegen, O.F.M. \$2.50. St. Anthony.

The Old Testament and the Critics

By J. Coppens. Tr. by E. A. Ryan, S.J. & E. W. Tribbe, S.J. \$2. St. Anthony.

Catholic Morality

By Cardinal Massimi. Tr. by Rev. Jos. I. Schade. \$2. St. Anthony.

The School of Repentance

By Rev. John A. Kane. \$1.25. St. Anthony.

The True Life

By Don Luigi Sturzo. \$3. St. Anthony.

Sociology of the supernatural. A true pattern for the reconstruction period.

Liturgy and Personality

By Dietrich von Hildebrand. \$2. Longmans.

EDUCATION**A First Course in Education**

By Ward G. Reeder. \$3.50. Macmillan.

Methods of Vocational Guidance

By Gertrude Forrester. Heath.

A 1944 book, specific and detailed. How to acquaint high school pupils with vocational opportunities and the necessary training. Contains bibliographies of other useful material.

The Four Freedoms and Education

By Redden & Ryan. Bruce.

How Catholic education can utilize and implement the Four Freedoms.

Aids to Will Training in Christian Education

By Two Sisters of Notre Dame. \$2.50. Pustet.

Catholic education is interested primarily in training the will.

Boys Will Be Men

By M. C. Paul. Bruce.

Twenty years of teaching boys have given the writer (a Sister) a lot of wisdom which she hands on to other teachers.

The Catholic Rural High School

By Rev. P. E. Schneider. 25 cents. N.C.W.C.

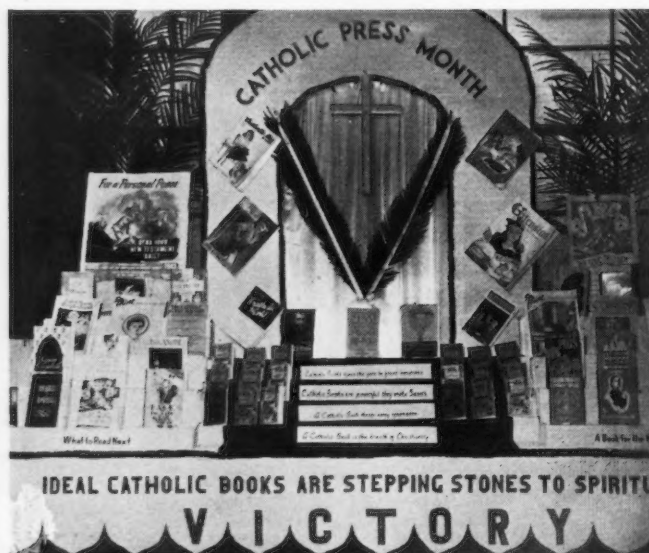


Exhibit for Catholic Press Month, 1943, at St. Joseph's Junior High School, Camden, N. J.

Thomistic Principles in a Catholic School

By Theodore Brauer & others.
\$2.50. Herder.

Teaching the Child to Read

By Guy & Eva Bond. \$3. Macmillan.

The Meaning of Intelligence

By Geo. D. Stoddard. \$4. Macmillan.

Day Care of Pre-School Children

Pamphlet. 15 cents. N.C.W.C.

Education in Spanish North America

Pamphlet. 25 cents. N.C.W.C.

Essays on Catholic Education in the United States

Ed. by Roy J. Deferrari. \$4.50. St. Anthony.

Streamlining Arithmetic

A new book for teachers. \$2. Lyons.

Job Instruction

By Vernon G. Schaefer. \$2.50. McGraw.

Teaching adults to do industrial jobs effectively.

ENGLISH**Talks to Beginning Teachers of English**

By Dorothy Dakin. \$2.50. Heath.

Gilbert Keith Chesterton

By Maisie Ward. \$4.50. Sheed.

An intimate, interpretative biography.

In the Name of the Bee

By Sister M. James Power, S.S.N.D. \$2.50. Sheed.

A sympathetic study of Emily Dickinson, the contemplative Puritan.

Clowns and Angels

By Wallace Fowlie. \$2.50. Sheed.

Flower of Evil

By Edwin Morgan. \$3. Sheed.

Both of these books are Christian studies of French writers.

Decline and Fall

By Evelyn Waugh. \$2.50. Little.

A satirical novel of Oxford and boys' schools in England (1943 ed.).

The Shock of Recognition: The Development of American Literature Reflected in the Minds of Its Creators

Ed. by Edmund Wilson. \$3.50. Doubleday.

Modern literary criticism.

A History of the American Drama (2nd Ed.)

By Arthur Hobson Quinn. 2 vols. Each \$5. Crofts.

With a Merry Heart

Compiled by Paul J. Phelan. \$3.25. Longmans.

A treasury of humor by Catholic writers.

Celestial Homespun

By Katherine Burton. \$3. Longmans.

The life of Isaac Thomas Hecker, the founder of the Paulists.

FOR LIBRARIANS**Subject Index to Books for Intermediate Grades**

By Eloise Rue. With 1943 supplement. \$5. A.L.A.

A List of Books for College Libraries

By Chas. B. Shaw. \$3.50. A.L.A.

Pub. in 1931. Lists 14,000 titles with prices.

A List of Books for College Libraries

By Chas. B. Shaw. \$6. A.L.A.

Supplements the 1931 list with 3600 titles in 23 curriculum divisions.

Catholic Supplement to a List of Books for College Libraries

To be published in the spring of 1944. Probable price, \$2. A.L.A.

A Basic Book Collection for Elementary Grades

By a joint committee of the A.L.A., N.E.A. & N.C.T.E. A list issued in Dec., 1943. \$2. A.L.A.

Simple Library Cataloging

By Susan Akers. \$1.50. A.L.A.

A new edition to be issued in the spring of 1944.

Subject Index to Books for Primary Grades

By Eloise Rue. \$2.50. A.L.A.

Work With Children in Public Libraries

By Effie L. Power. \$3. A.L.A.

Revision of a standard manual for children's librarians.

Public Libraries in the Life of the Nation

By Beatrice S. Rossell. \$1.50. A.L.A.

An interpretation of librarianship for college students and high school seniors.

MISCELLANEOUS**The National Catholic Almanac**

Paper, \$1. Cloth, \$1.50. St. Anthony.

Philosophy of Being

By Rev. Henri Renard, S.J. \$2.50. Bruce.

A college textbook of Thomistic metaphysics.

College Outline Series

Prices, 25 cents to \$1.25. Noble.

These outlines, subtitled "The Student's Private Tutor," include mathematics, history, science, languages, literature, etc.

Analytical Experimental Physics

By Lemon & Ference. \$5.75. Chicago.

A new college textbook used for 8 years experimentally at the University of Chicago.

Our Living World

By Carroll Lane Fenton. \$4. Doubleday.

An attempt to trace the history of life on the earth, by author of *Our Amazing Earth*.

Man's Unknown Ancestors

By Rev. Raymond W. Murray, C.S.C. \$3.50. Bruce.

A college textbook on prehistoric man, by the head of the department of sociology of the University of Notre Dame.

What Is Music?

By John Erskine. \$2.75. Lippincott.

Announced for early publication, as containing what the beginning listener wants to know as well as insights for the experienced.

A Short History of Music

By Donald N. Ferguson. \$3.50. Crofts.

Report on India

By T. A. Raman. \$2.50. Oxford.

India: A Bird's Eye View

By Sir Frederick Whyte. \$1. Oxford.

India's Problem Can Be Solved

By De Witt Mackenzie. \$3. Doubleday.

An analysis of the problem based on firsthand knowledge.

Stalwart Sweden

By Joachim Joesten. \$2.50. Doubleday.

An analysis of Sweden's position during the present war.

Soul of Russia

By Helen Iswolsky. \$2.75. Sheed.

The author sees the people of Russia as fundamentally or naturally religious.

Spanish-Speaking People of Southwest and West

Pamphlet. Free. N.C.W.C.

A Negro Looks at the South

By Sterling Brown. \$2.50. Doubleday.

The Race Question and the Negro

By John La Farge, S.J. \$2.50. Longmans.

Publishers of Books Listed

Italics in the following list indicate the abbreviations used in the preceding list of books to designate the publishers.

Boldface type indicates that the publisher has an advertisement in this issue of THE CATHOLIC SCHOOL JOURNAL. See Advertisers' Index on Page 33A.

A.B.Co.—Am. Book Co., 88 Lexington Ave., New York 16, N. Y.

A.L.A.—American Library Association, 520 N. Michigan Ave., Chicago 11, Ill.

Allyn—Allyn & Bacon, 50 Beacon St., Boston 8, Mass.

Am. Ed. Press—American Education Press, 400 S. Front St., Columbus 15, Ohio.

Ave Maria—Ave Maria Press, Notre Dame, Ind.

Barnes—A. S. Barnes & Co., 67 W. 44th St., New York 18, N. Y.

Beckley—Beckley-Cardy Co., 1632 Indiana Ave., Chicago 16, Ill.

Benziger Brothers, 12-14 W. Third St., New York, N. Y.

Bruce—The Bruce Publishing Co., 540 N. Milwaukee St., Milwaukee 1, Wis.

Catechetical—Catechetical Guild, 128 E. Tenth St., St. Paul 1, Minn.

C.B.Co.—Catholic Book Co., 2119 Market St., Wheeling, W. Va.

Catholic Education Press, 1326 Quincy St., N. E., Washington 17, D. C.

Chicago—University of Chicago Press, 58th St. & Ellis Ave., Chicago 37, Ill.

Compton—F. E. Compton & Co., 1000 N. Dearborn St., Chicago 10, Ill.

Crofts—F. S. Crofts & Co., 101 Fifth Ave., New York 3, N. Y.

Ditto, Inc., 2220 W. Harrison St., Chicago 12, Ill.

Doubleday—Doubleday, Doran & Co., Inc., 14 W. 49th St., New York 20, N. Y.

Ginn—Ginn & Co., Statler Bldg., Park Square, Boston 17, Mass.

Globe—Globe Book Co., 175 Fifth Ave., New York 10, N. Y.

Gregg—Gregg Publishing Co., 270 Madison Ave., New York 16, N. Y.

Grolier—Grolier Society, 2 W. 45th St., New York 19, N. Y.

Hammond—C. S. Hammond & Co., Inc., 440 Fourth Ave., New York 16, N. Y.

Harper—Harper & Bros., 49 E. 33rd St., New York 16, N. Y.

Heath—D. C. Heath & Co., 287 Columbus Ave., Boston 16, Mass.

Herder—B. Herder Book Co., 17 S. Broadway, St. Louis 2, Mo.

Humphries—Bruce Humphries, Inc., 306 Stuart St., Boston 16, Mass.

The Sword of St. Michael

By Lillian Browne-Olf. \$3. Bruce.

History of the 16th century through the work of Pope Pius V.

Principles for Peace

890 pp. \$7.50. N.C.W.C.

A Peace Agenda for the United Nations

A report of a postwar-world committee. 10 cents. N.C.W.C.

Transition From War to Peace

A report of the postwar-world committee. 10 cents. N.C.W.C.

International—International Textbook Co., 1001 Wyoming Ave., Scranton 9, Pa.

Iroquois—Iroquois Publishing Co., Inc., Chimes Tower Bldg., Syracuse 2, N. Y.

Laidlaw—Laidlaw Brothers, Inc., 328 S. Jefferson St., Chicago 6, Ill.

Lippincott—J. B. Lippincott Co., E. Wash. Sq., Philadelphia 5, Pa.

Little—Little, Brown & Co., 34 Beacon St., Boston 6, Mass.

Liturgical—Liturgical Press, Collegeville, Minn.

Longmans—Longmans, Green & Co., 55 Fifth Ave., New York 3, N. Y.

Lyons—Lyons & Carnahan, 2500 Prairie Ave., Chicago 16, Ill.

Macmillan—The Macmillan Co., 60 5th Ave., New York 11, N. Y.

McGraw—McGraw-Hill Book Co., 330 W. 42nd St., New York 18, N. Y.

Merriam—G. & C. Merriam Co., 10 Broadway, Springfield, Mass.

N.C.W.C.—Nat'l. Catholic Welfare Conference, 1312 Massachusetts Ave., N. W., Washington 5, D. C.

Newton—Newton & Co., 72 Fifth Ave., New York 11, N. Y.

Noble—Barnes & Noble, 105 Fifth Ave., New York 3, N. Y.

Oxford—Oxford University Press, 114 5th Ave., New York 11, N. Y.

Pan American Union, Washington 6, D. C.

Pflaum—Geo. A. Pflaum Co., 124 E. Third St., Dayton 2, Ohio.

Prentice—Prentice Hall, Inc., 70 Fifth Ave., New York 11, N. Y.

Pustet—Frederick Pustet Co., Inc., 436 Main St., Cincinnati 1, Ohio.

Quarrie—W. F. Quarrie Corp., 35 E. Wacker Drive, Chicago 1, Ill.

Queens—The Queen's Work, 3742 W. Pine Blvd., St. Louis, Mo.

Romig—Walter Romig & Co., 14 National Bank Bldg., Detroit 26, Mich.

St. Anthony—St. Anthony Guild Press, 389 Main St., Paterson 3, N. J.

Scott—Scott, Foresman & Co., 623 S. Wabash Ave., Chicago 5, Ill.

Sheed—Sheed & Ward, 63 Fifth Ave., New York 3, N. Y.

Silver—Silver Burdett & Co., 45 E. 17th St., New York 3, N. Y.

South-Western—South-Western Publishing Co., 201 West Fourth St., Cincinnati 2, Ohio.

Strathmore Educational Service, Aurora, Ill.

Webster—Webster Pub. Co., 1808 Washington Ave., St. Louis 3, Mo.

Wilson—H. W. Wilson Co., 950 University Ave., New York 52, N. Y.

World—World Book Co., 333 Park Hill Ave., Yonkers 5, N. Y.

Practical Aids for the Teacher

Methods in History

*Sister M. Edmund, R.S.M.**

To those of us interested in the teaching of history certain outcomes are of paramount importance: for example, an intelligent understanding of our own times with an awareness of the factors shaping the present, and an active appreciation of individual responsibility in the national economy.

AN UNSTABLE WORLD

Throughout the course of history, five phases are to be noted: political, religious, intellectual, social, and economic. Why this present awful global carnage? Political leaders desired more power, more territory. The age-old war against Christ and the tenets of His Church broke out in that dread triumvirate of Moscow, Mexico, and Madrid. Certain universities taught the theories of Kant and Marx and Nietzsche. An intellectual unrest preceded the outbreak of the war. Labor justly demanded a greater share in the profits of industry, and the laboring world seethed with unrest. Among all nations was a tense, restless grasping for markets and raw materials. Explain the war as you will, those phases are clear.

Consider further the commonplace events of today: the flux of population from small inland towns to ammunition centers. What causes lie behind this restless shifting of our people? Once more, we may analyze that event, and see in it the five phases noted above: political, religious, intellectual, social, and economic.

STUDY THE CAUSES

In the teaching of history, it is essential that children realize that an isolated event is not so important as its underlying causes. We are not so concerned with the fact that the French stormed the Tuileries, as with the causes that drove them on. Nor are we concerned so much with the fact that Mussolini invaded Ethiopia, helpless though it was, as with the mighty ambitionings that made necessary to him the oil resources of that land. As cause and effect bind together the events of our own lives into a preordained pattern, likewise, in a larger sense, cause and effect bind together the events of history, whether we have in mind the Boston Tea Party or the Teapot Dome of more recent day. Back of the events, whatever they may be, are ideas. And these ideas spreading shape our history far more than outward events.

It will not take too skilled questioning to lead children to an understanding of the relationships among events. Just as the events of our own lives fit into a logical pattern, so do those of nations. Things do not just happen. Numerous causes precipitate their being.

THE UNIT PLAN

Classroom method depends on two variables, the teacher and the class. What succeeds in one place fails utterly in another. However, the course of study sent out to the

Mercy Schools from our Provincial House prescribes our procedure for history. We have used this method and found it good; however, we welcome any suggestions that will improve our method.

Our history is organized on the unit plan. Two essential elements, the twofold activity of teacher and class, make up the unit: the content is organized as a logical whole; children in turn gain information through directed activity. The children's interest is aroused to make them aware of the problem. This problem the children must look on as their own, counting as theirs the responsibility for its solution.

A summary, preview we call it, is prepared for the teacher. She may direct the class to aid her in formulating the preview once she has clearly in mind the outstanding facts of the period. This preview is thoroughly learned, almost memorized. If the children's interest and curiosity are definitely aroused, the enthusiasm with which they attack the later problem will insure speedy learning. The next step is a word list—vocabulary clearance, they term it in the Cleveland schools. Thus, before using the text the student has a fairly clear idea of the period, plus a clear notion of the vocabulary. How these meanings are clarified depends on the ingenuity of the teacher.

You may object that the teacher has done a great deal of work. She has. But it is work that in the end saves much worry and difficulty. The text is now studied according to outline, recitations being conducted on the socialized plan. Reference books may be used as desired. One book mastered is a fair-sized accomplishment for the normal child.

THE ACTIVITIES

A variety of activities carefully prepared and planned by the teacher enables the children to gain the desired information. These

activities are assigned to different groups. Each group has a definite task, a definite place to prepare it; in short, a clear idea of what to do and how to do it. Among the possible activities are map work, research work in associated texts, interviews with specialists in the field, decoration of the bulletin board, preparation of a notebook with outlines and pictures illustrative of people and events.

Once the text is mastered a day or more may profitably be spent on related stories and poetry. If these can be correlated through the English classes, so much the better. Then comes the day the class will enjoy most of all, when various scenes and events are dramatized. The settings are simple. The children make up their own plays and pantomimes. The language is the children's own. But the dramatizations make the events real.

VARIETY IN TESTS AND DRILLS

Frequent testing helps us detect where our teaching is not clear. It is, moreover, an incentive not only to the slow student, but also to the bright child willing to let things slide. There may be spot questions, oral or written. Drill should be a part of every recitation. Terms, facts, dates, place location, are fixed by constant drill. The teacher may drill the group; individual pupils may drill themselves through flash cards, dictionaries of terms, and other devices. The fact that drill is constant does not mean, by any manner of means, that it needs to be lifeless. Games, riddles, pantomimes hold class interest in spite of repetition.

In what classes may one use this method? We have used it in both high school and grade classes. On occasion, I have resorted to it even with college classes mystified over the Great Western Schism, the War of the Spanish Succession, or some other equally confusing topic.

One cannot teach history as a thing of the past. Each day, each hour, each one of us, ourselves and our pupils are making history. We need not live passively. Ours is an active duty to live in the present that the morrow may find us nearer the Divine Ideal than today.

Philosophy of Librarianship

Sister M. Dominic, S.S.J.

1. I believe that librarianship implies the obligations of service in the interests of culture.

2. I believe that librarianship entails the personal obligation of continued efforts at self-improvement.

3. I believe that librarianship carries with it the conviction that it is one of the most potent forces in society for good.

4. I believe that librarianship should mean the expression of the highest type of refinement and courteous consideration of all with whom we deal.

5. I believe that librarianship can be a source of satisfaction of the most gratifying kind to the librarian herself.

6. I believe that librarianship in any school or college is an equal opportunity and corresponding responsibility to do one's share in building up the right kind of American citizenship.

7. I believe that librarianship in a Catholic school or college is an opportunity and a responsibility to carry out in its own sphere the command of Christ, "Go and teach."

*College of St. Mary, Omaha, Neb.

The Questioning-Mind Approach

Sister Marineil, S.L.*

High school students *do* read the newspapers. High school students frequently think and act upon what they read in the newspapers, for the modern press is one of the most powerful moral and educational influences in the world today. Viewpoints, ideals, standards of value; in fact, the entire philosophy of life for many people is gained from their perusal of the daily papers. This is particularly true in the case of the adolescent. Therefore, the importance of this mainspring of thought—the news sheet—in the life of the high school student, cannot be overestimated.

How to co-ordinate newspaper and text; how to develop discriminating and thoughtful reading habits; how to stimulate the "Questioning-Mind Approach" rather than the "Hook-Line-and-Sinker-Attitude," are the challenges the Catholic teacher meets in using the newspaper as a tool in her sculpturing of the Christian personality.

These challenges, met and accepted, became the underlying aims in a newspaper project recently carried on in a senior sociology class.

THOUGHTFUL READING

Several weeks before the close of the semester, after a large portion of the text had been covered, it was suggested that the students clip from Catholic and secular papers articles which had a bearing on the fundamental principles of sociology. The clippings, which represented a fair cross section of the daily news, included topics relative to the postulates of sociology, delinquency, dependency, marriage, divorce, labor controversies, race problems, education, the movies, and international affairs.

Class discussions and criticisms helped to weed out irrelevant and undesirable material. After these discussions were completed, each student had approximately 15 articles to show for her work.

Keeping the name of the project in mind, "A Catholic Student's Reaction to the News," the students then wrote terse, pithy evaluations of their articles. The evaluations began in this manner: "As an intelligent Catholic reader I agree (or disagree) with this article because—" and here followed original statements or direct quotations from the text or other reliable Catholic sources which laid the foundation for agreeing or disagreeing with the article under consideration.

The clippings, together with the criticisms, were then bound into pamphlets. The students wrote original and thought-provoking prefaces for their pamphlets. In fact, the title for this paper was suggested by a statement in one of the prefaces. One girl wrote, "The Questioning-Mind Approach is the only approach a Catholic can make to the material presented in the newspapers today."

THE RESULTS

The project stimulated some interesting developments. A definite carry-over was noticed in other social-science classes. At the beginning of a test in modern history one of these

students asked, "May I answer the question according to what I think, if I can back up my statements with Catholic principles, or must I answer according to the text content?" In an American history class these same students have been displaying an astonishing skill in "selecting, chewing, and digesting" current historical information. During Catholic Press Month the pages from one pamphlet were used for an attractive bulletin-board display. Another member of the class built a Sodality press program upon her pamphlet. The class as a whole has become Catholic Press conscious the painless way. Catholic newspapers now occupy a prominent place in their reading diets, and a healthy mental outlook is evident in their reactions to life as it is revealed to them through the daily press.

REGARDING SOCIAL STUDIES

In view of these things, it can be concluded that the project "A Catholic Student's Reaction to the News" carried out, to some extent, a few of the aims which were so strikingly set forth in the Nov., 1939, CATHOLIC SCHOOL JOURNAL by Rev. E. J. Goebel, Ph.D., regarding high school social studies.

ingly set forth in the Nov., 1939, CATHOLIC SCHOOL JOURNAL by Rev. E. J. Goebel, Ph.D., regarding high school social studies.

"To meet current thought, to refute current objections, a knowledge of the Christian concept of our social studies is necessary. It is our duty, therefore, to make this knowledge part of the individual's very life being. If he has a clear-cut basic concept of social problems, he will not easily be victimized by the ever present propagandist. He will be able to answer intelligently the Communist, the Socialist, the Nazist, and the Fascist. What is more, he should know the difference between the C. I. O. and the A. F. of L. He will not be like the ostrich who sticks his head in sand every time danger threatens."

Since "it is our duty" to teach the "Christian concept of social studies" what better tool can be used than the press? Catholic high school students do read the newspapers; therefore, Catholic teachers must see that the newspaper becomes the great moral and educational influence it should be in the student's life. The Catholic teacher must stimulate the "Questioning-Mind Approach," which, in turn, will automatically beget a deep Catholic consciousness, a spiritual awareness, a moral certitude concerning sociological problems which no passing "ism" can sway or alter.

Outline for a Catholic School Magazine

Brother Basil, F.S.C.*

I. Editorials

- A. Comments on the religious feasts of the month
- B. Comments on social, state, and national celebrations
- C. Study of some Catholic organizations—parochial, diocesan, national, or international
- D. Any topic of interest to the school

II. The Voice of the School

- A. English Department
 1. An outstanding composition—narration, description, biography, short story, etc.
 2. Book review, analysis of magazine article, etc.
 3. Literary contests—prose and poetry
- B. Foreign Language Department
 1. Translations, comments
 2. Correspondence with students from foreign lands
- C. Science Department
 1. Projects and experiments in physics, chemistry, biology, etc.
 2. Reports of visits to places of scientific interest
 3. Reports on scientific articles
 4. Problems to solve
 5. New mathematical projects, problems, solutions
- D. School Activities

1. Religious organizations—Sodality, Missions, Catholic Action
2. Religious problems—apologetics, guidance, etc.
3. Club life—nominations, appointments, activities
4. Class life

III. The Voice of the Faculty

- A. Comments of the pastor, principal, prefect, instructors
- B. Expression of policy and guidance
- C. Official announcements
- D. Vocational guidance—religious and secular; letters from alumni who have joined a religious order or entered some special occupation

IV. Voice of the Students

- A. A well-conducted and controlled public forum
- B. Social life, athletics

V. Voice of the Alumni

- A. News and activities
- B. Successes and prospects
- C. Social events

VI. Voice of Mothers' or Fathers' Club

- A. Reports and activities
- B. Plans and announcements

VII. Jokes and Witticisms

VIII. Exchanges, Criticisms, Correspondence

IX. Illustration

In charge of art or camera club

*Saint Joseph's Academy, El Paso, Tex.

*St. Michael's College, Santa Fe, N. Mex.

The Support of the Church

Sister M. Mercedes, R.S.M.*

As the editor of the CATHOLIC SCHOOL JOURNAL once stated, there is apparently some breakdown in our instruction and training of children in the support of the Church. Week after week in our larger and smaller parishes, the collection basket passes unnoticed by hundreds of children who can well afford to contribute to the support of the Church. The very same children have money for the movies for gum and candy, for the "funnies," and for occasional donations to the missions, when the same is stressed in the school.

To contribute to the support of the Church is not a matter of counsel, it is a commandment of the Church which binds under the pain of sin. How can we best stress it without making the matter obnoxious to the children? We know the futility of just scolding; we have to be careful not to drive the children away from the Church, and, most of all, we must use only some methods which will carry on into adult life. Let me suggest the following:

Let each room in the school be considered a unit. In a strictly confidential talk with the teacher or principal or pastor, let the child decide just how much money he should give to the Church each week. Poor children, of course, will be excused, but only temporarily. If the circumstances of these children change, they should be told that they must now do their own part. A chart should be kept in the school showing the percentage of pledges kept. The amounts should not be published. Each child is asked only to do his just share, not to compete for a high money rating; therefore, no comparisons would be made between the child who gave a quarter and the child who gave a penny.

Posters tell the story effectively and while the children are working on them they will look up telling arguments on the subject.

Plays help to drive home lessons in an interesting way.

In all the grades the matter may be correlated with mathematics, English, and art.

AN ASSEMBLY PROGRAM THE SUPPORT OF THE CHURCH— A DUTY AND A PLEASURE

Song (school, grammar grades): "God Bless Our Pope." (The music hour—Catholic edition.)

Pledge (school): "In thanksgiving to God for all the favors He has given to us, we pledge our love and loyalty to Him, and to that Church which He founded; may we be ever true to its teachings."

Recitation (boy in the highest grade): "A Brief History of . . . Church." (Your own parish church.) This paper should deal with the early struggles of the parish and its growth.

Acrostic (group of pupils): Each child carries one letter and speaks in turn.

All: Support your Church!

1. S—Support your Church.
2. U—Unless you do you sin.
3. P—Pennies are good, but nickels grow faster.

4. P—Poor (pastor, use his name) cannot do it alone.
5. O—Only slackers refuse to give.
6. R—Religion is our greatest comfort in life.
7. T—Thousands outside the Church support false gods.
8. Y—You can spread the faith by your example and help.
9. O—On the individual rests the responsibility.
10. U—Unless you cooperate, the Church suffers.
11. R—Resolve to do your part.
12. C—Children are real members of the Church. Don't leave all to the adults.
13. H—Hundreds of dollars must be spent yearly for the upkeep of the Church.
14. U—Upon the pastor's shoulders rests the greatest burden.
15. R—Ruffians would like to destroy our Church.
16. C—Can't you do a little better?
17. H—Hurrah for our Church—the only true Church!

All: Resolve to support your Church!
Hymn (entire school or selected group):

"Acts of Faith, Hope, and Love."

Poem (group of little children):

Even little children can give
Something to our God so good.
Something to make His home more bright
To keep the red, red lamp alight,
Which shows He's here to be our food.
And so we're here to say that we
Love Dear Jesus, and we will try
To be true to Him and give
To His Church while we live.

Play (group of older children): "Loyalty."
Awarding of prizes for posters (the pastor or principal).

Address (the Reverend Pastor).

Hymn (school): "Christ the King" by Father Lord, S.J.

* * *

The following tableaux are suggested (they may or may not be used with this program):

In the center of the stage a sedia or throne for the Pope. He is in the center, surrounded by cardinals, bishops, priests, men, and women. Children are in the front. The tableau represents the congregation of all the faithful under the Holy Father—in other words, the Church.

Our parish church—A group around a miniature church which is a replica of the parish church. Children are dressed in costumes to represent the parishioners of yesterday and today.

CORRELATION

English Composition:

Upper grades. Subjects:

The Penny Does Its Part
Why I Should Give to the Church
What the Pioneer Catholics Did for St. — Church
The Architecture of Our Church

Our Parish Organization
Why Build a Copper Monument?
The Loyal Boy
The Modern Widow's Mite and What Became of It

Debates:

The Budget System Is the Best Way to Give to the Church

The Catholics of Today Are as Loyal as Those of Yesterday

Catholics Are More Loyal to Their Principles Than the Communists Are

Intermediate. Composition:

What Johnny Did With His Nickel

How Helen Helped the Pastor

A Loyal Boy

Mathematics. Upper Grades:

1. Three boys together gave \$14 to the Church during the year. The first gave half as much as the second, and the third gave twice as much as the second. How much did each boy give?

2. A pastor's expenses for the year were as follows: heat . . . , light . . . , sanctuary supplies . . . , repairs . . . , school taxes . . . , other expenses. Find the total expenditures. (Insert amounts suitable to the size of your parish.)

3. His receipts were What is the difference between the total expenditures and the total income?

4. Find the interest at 6 per cent on the Church mortgage which amounts to \$35,000.

Similar examples will suggest themselves to the teacher.

LOYALTY TO THE CHURCH A ONE-ACT PLAYLET

Scene One

SCENE: The interior of the rectory. Pastor in armchair reading.

CHARACTERS: Pastor, group of children, businessman, poor woman.

PASTOR: That is a very good article by the editor of the CATHOLIC SCHOOL JOURNAL on the support of the Church. I wish that I could interest my children in the subject, but I don't know how to do it. I speak about the budget occasionally, but it seems to do them no good. What worries me is that I must be neglecting to teach them their duty. Of course, the little that they could give would make no appreciable difference in church finances—but these are the men and women of tomorrow. It is true that I am getting old and that to another pastor the burden will fall—but that does not excuse me. The grandparents and parents of many of these children built this church. Good, honest, hard-working immigrants they were. They wanted a church and they sacrificed to build one. And so they loved it. The present generation takes everything for granted; duty is unknown to most of them; will they be willing to continue the work of their forefathers or will they—

[Knock is heard at the door. Group of young people enter. Greetings exchanged.]

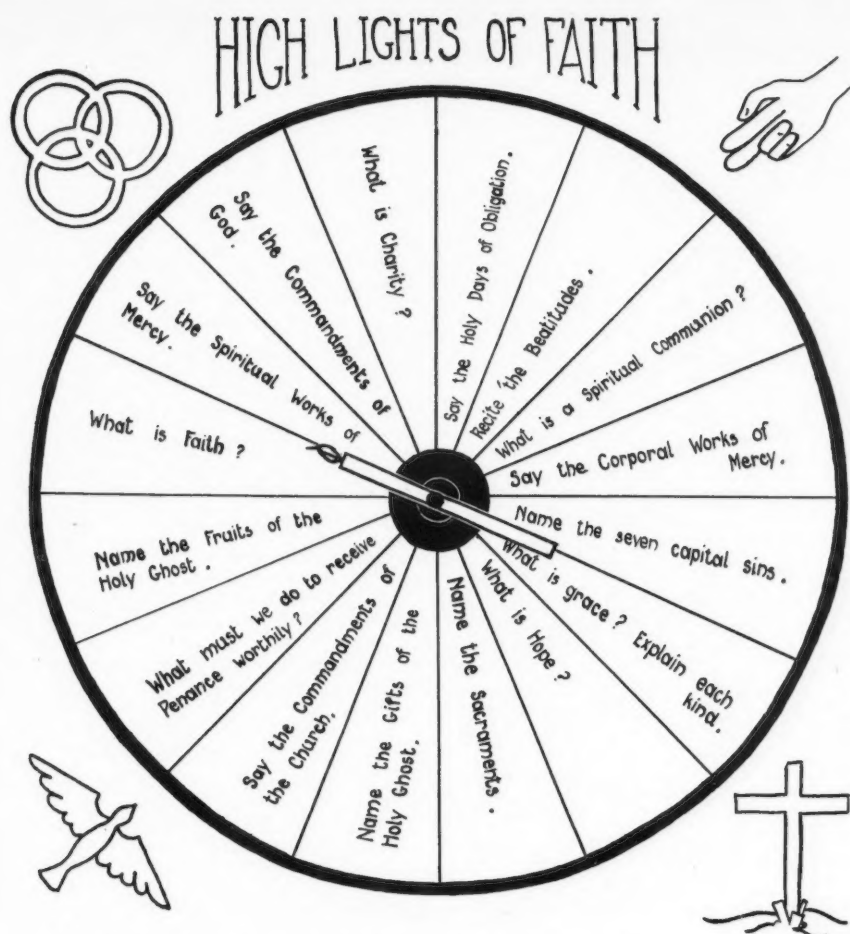
BOY SPOKESMAN: Father, we came to you tonight to ask you if you would fix the vacant lot behind the Church as a tennis court.

ANOTHER: And we need new equipment for the basketball team, Father.

A GIRL: Please, Father, couldn't the girls have a new volleyball?

[Another ring is heard at the door and a man is ushered into the study.]

*St. Francis Xavier Convent, Providence, R. I.



A Device for Review in the Religion Class. Submitted by the Sisters of Charity, St. James School, Johnson City, N. Y. Point the candle to the questions you ask.

us just what we can do to help you. We are really ashamed of ourselves for our selfishness.

PASTOR: My dear children, God must have sent you here at this particular time. I was just thinking of my young people and wondering what I could do to make them realize that they owed a duty to God and to their Church. It is hard to speak of money matters, but you know the commandment of the Church. If you young people would but realize that it is your duty to support the Church by giving regularly to it, it would solve the matter for me. We have the budget system here. This is a very businesslike way to contribute to the Church. If everyone contributed a certain sum each week, I could meet my bills more promptly. I could estimate how much I would receive and plan my expenditures accordingly. I could do much more for the poor and for Church improvement.

Boys: Couldn't we start a "Support the Church" campaign in school? We could keep a record of the percentage of loyal budget users.

GIRLS: The girls will help, too, Father!

PASTOR: What was it that you wanted, children? Perhaps I can get it for you. You know that you are the dearest children in the world to me.

CHILDREN: Nothing, Father, but your blessing on our new drive for Church supporters.

PASTOR: Well, come back in a week or so and tell me how you are getting along. Good night, now, and God bless you!

Scene Two

[The same room, several weeks later. Pastor seated as before. Boys and girls admitted.]

PASTOR: Well, how is the drive coming on? From the results of last Sunday's collection, you must have started something.

Boy: Yes, Father, we organized into committees, and gave "pep" talks in the different rooms. The Sisters gave us permission to do anything within reason to stimulate the drive. The results, we hope, will be lasting. Every child is behind you, Father, 100 per cent. The firsthand information which we were able to give them of a pastor's worries opened the eyes of all.

GIRL: The children carried the word home and many parents who did not contribute regularly have promised to do better.

PASTOR: And now, about the skating rink, was it? Oh, yes, a tennis court!

Boy: But, Father, there is no reason why you should do that for us. We have thought it all out. If you will kindly let us use the vacant lot, we will fix it up ourselves. My father, and the fathers of some of the other fellows, will help us. Sister told us about the Church builders in the Middle Ages when each craftsman gave his services to the Church free in return for its benefits. When we grow up and have trades of our own, you can call on us for help.

GIRL: Yes, Father, we realize now, as never before, that the Church is our Church, and that in a few years we shall be the men and women of the Church. We don't want to be slackers.

Boys: Our motto is going to be, "Loyalty to the Church."

GIRLS: That means in every way, Father. Real Catholic Action such as our Holy Father wants to see his children practice.

PRIEST: Go into the library, there, boys and girls, I must see the gentleman first.

MR. MORRELL: I came about the bill for the roofing, Father. I'm a businessman, Father, and I don't like to keep my men waiting for their money, you know.

PRIEST: Yes, I realize that, but your bill gave me thirty days, and guaranteed complete satisfaction. I find that there is still a leak over the right vestibule.

MR. MORRELL: I'll look it over, Father, but I really must have some money on my bill, two thirds, at least.

PRIEST: Very well! I still have your guarantee. Let me see, two thirds, that will be \$585. Here is your check.

MR. MORRELL: I'll be over tomorrow to see that leak. It might be a new one, and in that case, it would have to be a separate job. I don't like to hurt a customer, Father, but it's business, you know. Good evening.

[Mr. Morrell goes out and Father reseats himself and is about to call the children when the telephone rings.]

FATHER: Yes, this is the rectory. No, I'm sorry but I'm not considering a new car—expenses are too heavy now—It still runs though—But I haven't a private fortune. Whatever I have I hold in trust—Oh, no! I never spend money that belongs to the church for my expenses—If my salary can't take

care of my needs I go without—I'm glad you understand. Good night.

[Doorbell rings again. A poor woman enters.]

FATHER: Come in, Mrs. Monti. It's cold out, isn't it? How are the children?

MRS. MONTI: Oh, Father, it is about them I come. Gilda have the scarlet fever first, then Rosa. They both in the hospital. Guiseppe is out of works and I have other little babies, so I cannot go out to work. Please, Father, if you could help us even a little bit?

FATHER: Surely, my good woman, don't worry at all. Here is a \$5 bill, it is all that I have with me. I'll send the St. Vincent de Paul men around tomorrow. Tell the doctor to see me about the bill. God bless you!

MRS. MONTI: Oh! Father, thank you. I'll pay you back some day!

[Mrs. Monti leaves.]

FATHER: Come back here now, children; what was it that you wanted?

Boy: Oh, Father, we couldn't help hearing. We're ashamed of ourselves for bothering you.

SECOND BOY: Yes, Father, please forgive us. We should have come to see what we could do to help you.

GIRL: And not to ask for trifles!

ANOTHER GIRL: Yes, Father; please tell

Transportation: An Activity Unit for Grade Six

*Sisters M. Amatora, O.S.F., M.S., and M. Celine, O.S.F., B.S.**

FOREWORD

At first sight, transportation may appear too broad a topic for a single activity unit. However, the writers believe it will prove a valuable unifying agent for the work of an entire semester.

The class may be divided, according to the children's choice, into three groups. One group may center its activities around water, a second group may decide upon studying air transportation, and a third group may prefer to exert its energies to a consideration of land transportation. The interrelation of the work of the three distinct groups is an asset to the entire class.

Since it is impossible in so short a time for an intensive study of the transportation of all continents, it seems advisable to open to children a general knowledge of transportation, and then guide them to penetrate more deeply the transportation problems of any one continent, either of their choice or specified in the course of study for the semester.

OUTLINE

- I. Suggestions for Starting Interest
- II. Reading Activities
- III. Language Activities
- IV. Social Studies Activities
- V. Arithmetic Activities
- VI. Simple Experiments in Science
- VII. Art Activities
- VIII. Construction Activities
- IX. Health Activities
- X. Safety Activities
- XI. Citizenship
- XII. Music Activities
- XIII. Culminating Activities

I. SUGGESTIONS FOR STARTING INTEREST

1. The teacher may take the class on an excursion by train, by bus, or by boat, if practical; this will depend upon location.

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2. A visit may be made to an airport, a steamer, a Pullman train, or to a new streamlined train.

3. Current news may initiate the topic, such as the establishment in the vicinity of a new airport, union depot, bus terminal, etc.; other news items, as any recent catastrophe, may arise. Any such spontaneous conversation of the children may be capitalized in expanding their interest in transportation.

4. Other spontaneous interests, such as a child's relating the story of his vacation trip, his first boat ride, train ride, or perhaps airplane ride may be capitalized as an interest starting point.

5. During the summer vacation, a child may have been so ingenious as to have constructed a miniature one-passenger auto, boat, or airplane. The child may bring this to class. The problem "Johnny" has met in the construction of his "masterpiece" will be present itself, and thus offer possibilities for creating interest in transportation.

6. Contact with people of foreign countries. This may be through foreign pupils in the classroom, the visit of a foreigner to the city, or a newspaper account of the visit of a foreigner to the city, or a newspaper account of the visit of an ambassador.

7. Information from travel bureaus, posters in depots or on bulletin boards in the town or vicinity may have attracted the notice of a pupil. His mention of this may be capitalized and expanded into interest in transportation.

8. The problem of transportation may arise spontaneously during a history class, a geography, or a health class, etc. For example, a discussion on "fresh air in the country" may arouse the question of "how to get there."

9. Attractive pictures of ships, canoes, automobiles, steamers, sailboats, airplanes, dirigibles, streamlined trains, etc., may be posted on the bulletin board in the classroom to stimulate interest in transportation.

10. An assortment of books containing interesting articles or stories about transporta-

tion placed on the library table will help to create an atmosphere conducive to an activity unit on transportation.

II. READING ACTIVITIES

1. Reading newspaper clippings of current topics pertinent to transportation, such as a serious train wreck; also tours, such as the President's trip to South America or Africa and the voyages of people from all parts of the world to England for the coronation of a king.

2. The reading of science books used in the construction activities.

3. Reading stories and poems about ships, airplanes, early adventure in this field, etc.

4. Reading in magazines and periodicals articles and stories which are concerned with transportation.

5. Reading adventure stories wherein transportation is prominent.

6. Rapid skimming of reference books to find answers to questions listed by the class as the project develops.

7. Rapid searching through historical or geographical material to find facts necessary to prove a point at issue.

8. Research reading by an appointed committee; such as "How Birds Fly" in connection with the scientific aspect of aircraft.

9. Reading to evaluate a certain point, or a certain experiment.

III. LANGUAGE ACTIVITIES

A. Oral Expressions

1. Making plans for excursions or classroom activities.

2. Telling individual experiences in connection with transportation, such as mailing a parcel to a friend, mailing a letter to a foreign country, taking a trip, watching the unloading of a banana steamer, etc.

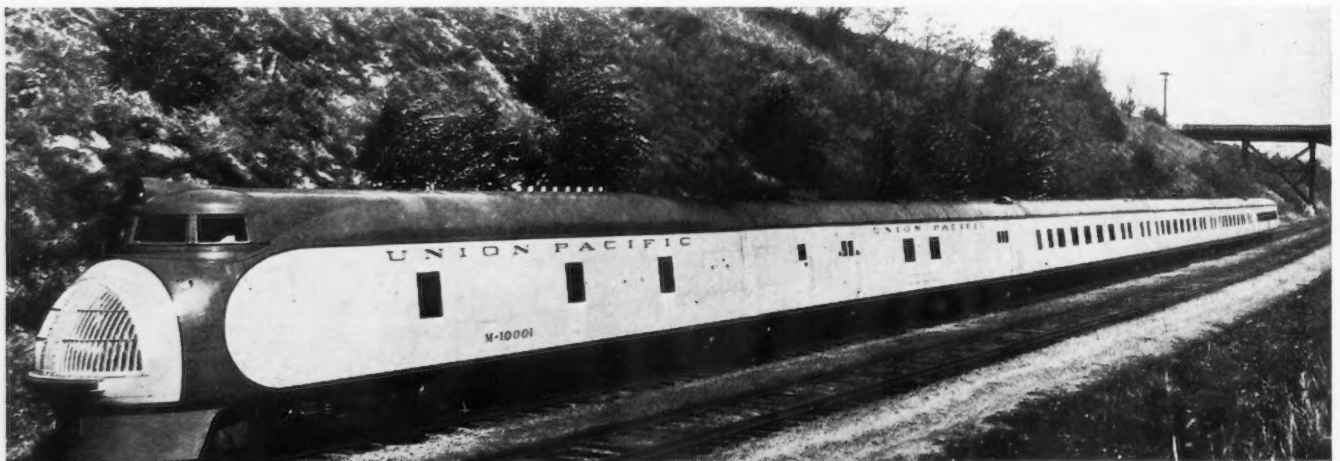
3. Oral reports in connection with the subjects listed under Social Studies Activities, Groups A, B, C, D, and E.

4. Oral reports on the science experiments carried on in connection with this unit.

5. Dramatizations of select portions of topics listed under Social Studies Activities.

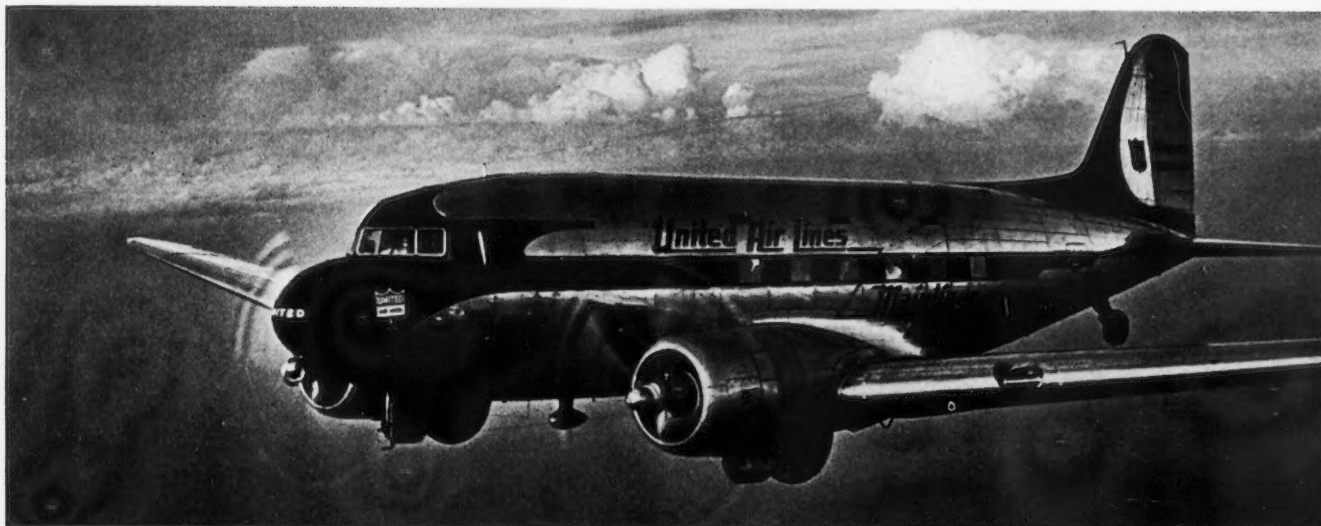
6. Oral reports of articles listed under Reading Activities.

7. Formulating questions in the development of the unit with the children; or, formulating questions in portioning parts of a major problem to special committees.



A Modern Streamlined Passenger Train.

— Photo by Aluminum Co. of America.



—Photo by United Air Lines.

Ultra-Modern Transportation. Airplanes carry passengers and wartime cargoes on overnight trips from coast to coast.

8. Discussing these questions in groups, or before the class.

9. Reporting on observations pertaining to transportation, such as weather suitable for airplane take-off, etc.

10. Emphasizing correct English and pronunciation in all oral expression.

B. Written Expression

1. Writing directions for carrying out an experiment in connection with Part VI of this unit.

2. Making a written summary of a talk about experiments involved in the improvement of motorcars, airships, etc., given by someone who has been invited to the classroom.

3. Preparing reports on studies of different scientists, inventors, explorers, etc., pertinent to this topic, to give at an assembly or in connection with a transportation program.

4. Write a letter asking permission for your class to visit an airport, union depot, freight office, steamer, Pullman palace car, new streamlined train, auto factory, airplane factory, navy yard, etc.

5. Making lists of courtesy rules and safety rules to be observed while on an excursion; making a list of safety rules for auto drivers.

6. Making up captions for art posters pertaining to transportation.

7. Composing rhymes and poems about airplanes, historical ships, such as the *Constitution*, etc.

8. Composing riddles on transportation of a geographical value.

9. Writing a dramatization pertaining to an invention, a travel and transportation story, etc.

10. Writing the story of an imaginary trip to some foreign country, stressing modes of transportation, breaks in transportation, costs of transportation, difficulties experienced, etc.

11. Imagine you are in an airplane crossing the Atlantic, in a railroad train of South America, in a new-type, sandproof bus or with a caravan crossing the desert, and write a letter to your friend at home.

12. Listing and grouping questions for the various study groups or committees.

13. Recording information found in connection with any part of this unit.

14. Making a dictionary of terms learned and used with this unit.

15. Making individual notebooks; these may contain outlines of research, summaries of reports, accounts of the experiments carried on, original poems, original songs, diagrams and charts of routes, art posters, handcraft designs, clippings from newspapers, pictures, etc.

16. Making a classbook of poems: "Inventors Who Aided Transportation."

17. Composing poems pertaining to transportation about a particular people; for example, "The Gondolier," "The Indian's Birch Canoe," "The Viking Ship," etc.

18. Finding in magazines, newspapers, etc., advertisements of steamship lines, air lines, bus lines, or railroad lines and composing letters to be mailed to each company or corporation requesting pamphlets, maps, charts, pictures, etc.

19. Writing letters of invitation to the principal, to your parents, to pupils of other classrooms, etc., requesting them to come to your "Transportation Program," or to see your "Transportation Exhibit."

20. Emphasizing correct English, good diction, proper style, good sentence structure, paragraphing, correct spelling, etc., in all written expression.

IV. SOCIAL STUDIES ACTIVITIES

A. History

1. Discuss origin of transportation.

2. Discuss development of primitive methods of transportation, such as, on horseback, primitive river craft, flat raft, etc.

3. If *European Background* is basic for the sixth-grade history, here can be integrated the development of transportation with the history of Europe. (Suggestions: Galley ships, etc.)

4. In studying the beginnings of American discoveries and explorations, water transportation can be capitalized and made the basis for further study of fifteenth- and sixteenth-century transportation.

5. While one group is studying watercraft of this period, another committee may be

formed to do some research and report to class on the various types of carriages and coaches of Europe in the fifteenth, sixteenth, seventeenth, and eighteenth centuries.

6. Another committee may do the same for America, from the colonization period to the nineteenth century.

7. Another committee may search for information on Oriental transportation to about 1900.

8. Make a list of inventors who had to do with steamships, such as James Watt, John Fitch, William Symington, John Stevens, Robert Fulton, and John Ericsson. An individual pupil may report on the achievement of each character.

9. The children may compile a similar list of inventors for land transportation. The list may be posted and individual pupils may volunteer for reports.

10. The group of children making a study of air transportation may do as in the above No. 9.

11. In studying a "war" in history, note the various means of transportation, blocks to transportation, outcomes of the blockades, etc.

12. "Transportation makes history." In verifying this statement one can readily see the possibilities of correlating any particular part of the history which may be designated to a specific semester of sixth-grade work with a unit on transportation.

B. Geography

1. Study the peoples of other lands, their modes of transportation, types of vehicles used, etc.

2. After preliminary discussions, direct the emphasis to the particular continent to be studied this semester in grade six.¹

3. Soon some such major problem as the following may arise: "Why does transportation constitute a major problem in the development of South America?"

4. Some suggested minor problems follow.

¹It would be too much for one semester's work to go into a detailed study of the transportation problems of all continents. While in some phase of this unit all continents will be touched, the geography period may well be utilized by an intensive study of the transportation problems of one selected continent.



A 5400 h.p. G.M. Diesel Freight Locomotive Pulling a Santa Fe Train Through the Rocky Mountains.

Many more will be initiated by the children as the unit progresses:

a) Why is the entrance to the continent of South America so difficult?

b) Find out why it sometimes takes a year for freight from the Caribbean to reach Bogota.

c) How are goods transported from the coast to Atacama?

d) What is Lindbergh's outstanding contribution to South America? Evaluate its importance.

e) Study the conditions pertinent to transportation handicaps, which hindered the development of Paraguay, Southeastern Bolivia, and El Chaco.

f) Before the advent of the airplane, how did Peru partially overcome the barrier of the Andes?

g) Show how the handicaps to transportation render inaccessible many of South America's otherwise valuable resources.

h) What factors, involving transportation, contributed to the development of La Pampa and the surrounding area? of the east coast of Brazil?

i) Locate the principal ports; find out from what countries the steamers landed there come; what they bring to South America; and with what cargo they will return to their native lands.

j) Trace the incoming cargo from the port to its destination; trace the journey of the exports from place of production to the ports.

k) Give a report on the mail transportation (a) between South American countries and other continents, and (b) within the continent of South America.

l) Show how the Panama Canal affected South American transportation.

V. ARITHMETIC ACTIVITIES

The following types of problems are but a few illustrations of the limitless possibilities of correlating transportation with the arithmetic content for this semester. The ingenuity of the children will readily create any further problems involving the particular phase of work they are studying at the time.

1. If the *Clermont*, Fulton's steamboat, made a trip in 1807 from Albany to New

York, 135 miles, in 32 hours, how many miles an hour was this?

2. On a map of the United States the scale is 246 miles to the inch. How far is it from Chicago to a city measuring $3\frac{1}{2}$ inches from Chicago?

3. Find the fare from Huntington to Fort Wayne, a distance of 25.6 miles, at 3.6 cents a mile.

4. How many miles did an airplane average if it flew 348 miles in $3\frac{3}{4}$ hours?

5. Express as a fraction the ratio of the speed of a steamship which travels 30 miles an hour and the speed of a railroad train which travels 65 miles an hour. Express it also as a decimal and as a per cent.

6. A train on the New York Central Railway has an average speed of 50 miles an hour in going from New York to Chicago. The distance is 905.6 miles. Find the time in hours and minutes it takes this train to make this run.

7. The Pioneer, an early railroad engine, could go at the rate of $26\frac{1}{2}$ miles an hour. How long did it take the Pioneer to go 118 miles?

8. If the rails on a railway are 30 feet long and weigh about 90 pounds to the yard, how much does each rail weigh?

9. From problem 8, how many rails are used in building one mile of railroad?

10. The width between rails is 4 feet, $8\frac{1}{2}$ inches. Express this distance in inches.

11. An airplane flew at the rate of 124.6 miles an hour. How far will it fly in 2.9 hours at that rate?

12. It takes a train 3 hours 31 minutes to run from one city to another. A bird flew this distance in 1 hour 38 minutes. How much longer did it take the train than the bird?

13. An average railroad locomotive burns 243 pounds of coal for every mile it runs. How many tons of coal will an engine burn on a 225.6-mile run?

14. The 18-gallon gasoline tank on a truck was half full when the driver started on a trip. When he reached his destination, there were still $2\frac{1}{4}$ gallons in the tank. How many gallons had he used on the trip?

15. An ocean liner traveled 4500 miles in 132 hours. How many miles an hour did it travel on the average?

VI. SIMPLE EXPERIMENTS IN SCIENCE

1. Weather is an important consideration to make in studying transportation. Keep a weather chart during the period this unit is studied. One child may mark daily at an appointed time the proper recording for wind; another may mark for temperature; another, for precipitation, sun, clouds, humidity, etc.; another may watch the papers for cyclonic storms, etc., to warn the ocean liners and the airplanes that are planning a take-off.

2. One committee may do a little scientific research and report to the class on the changes in temperature in ascending to various altitudes. Explain to the class why aviators and mountain climbers must wear heavy and warm clothing. Explain what type of clothing to

Improved Coast-to-Coast Transportation MAKES THE U. S. SMALLER AND SMALLER

In 1856-29 Days Rail and Stage



In 1860-18 Days Rail and Pony Express



In 1869-7 Days First Transcontinental Railway



In 1930-90 Hrs. By Railroad



1943-16 Hrs. By United Air Lines



A Chart Supplied by the Department of School and College Service of the United Air Lines.



The Class Exhibit Illustrating the History of Transportation.

take along, in case one is planning to spend the winter in South America.

3. Early Transportation: What prevented the early settlers from losing their way in the forest? Find the scientific reasons for moss on the side of the tree. Study the changes in the various constellations of stars, and show how these assisted the early traveler. Show how the mariner's compass benefited early ocean transportation.

4. Take half a sheet of stiff note paper and drop it casually with the query, "Why does it fall in a zigzag course?"

Cut the same piece of paper into the shape of the letter T. Drop it head first, and then tail first. Ask the pupils to explain the results.

5. If there is a small stream available in the vicinity, visit it with the class to make several experiments. Let sail downstream two toy boats, the one pointed and the other square. Let the children explain the results. Draw their attention to the shape of the fish, the bird's body, etc. Lead them to the conclusion that there is less friction.

Start at the same time two similar boats from opposite directions, so that the one will sail downstream, the other, upstream. Lead the children to see the results, due to the boat trying to work against the current. Why is steamer freight less expensive from Memphis to New Orleans than it is from New Orleans to Memphis?

6. Watch a small bird and a large bird take off the ground for flight. What differences do you notice? How would you explain this? Draw conclusions regarding airplanes, dirigibles, gyroplanes, etc.

7. Study the maintenance in flight and the landing of birds of various sizes and draw conclusions as to the airplane's maintenance in the air and its method of alighting upon land and upon water.

8. Experiments to show the driving power of condensed steam (steamboats, steam railroad engines):

a) Watch the movements of a lid on a kettle in which water is boiling.

b) Place a cork in the spout of a teakettle and watch for its violent expulsion when the water boils. Lead the children to draw conclusions as to the power of steam as a moving agent.

9. Experiment to show the driving power of electricity: Electric elevated trains, streetcars, interurban trolleys, electric automobiles, electric cables for freight across the Andes, etc.

a) Study the electric bell in open and closed circuit. Watch how the trigger is put in operation. Lead the children to draw conclusions as to how electricity is used as a moving agent.

10. Experiment to study the principle and the value of refrigeration in transportation: all food-carrying trains, intercontinental ships, etc.

a) Illustrate the process of refrigeration by freezing a liquid mixture in a container surrounded by metal and a layer of cracked ice and salt. Lead the children to draw conclusions as to what makes the liquid take on the form of a solid, and how the food is thus preserved indefinitely. Study the lists of exports and imports and ascertain for what articles of international commerce this is necessary. Show also for what food items of commerce within the United States this is necessary.

b) Visit a refrigerated car or truck, and study the methods of the cooling systems. Try to invent other experiments to show the principle involved.

VII. ART ACTIVITIES

1. Painting or drawing and coloring various kinds of boats, trains, autos, buses, steamships, airplanes, dirigibles, etc.

2. Painting or drawing and coloring primitive modes of transportation: canoe, dugout, raft, kayak, etc.; oxcart, covered wagon, etc.; the first horseless wagon, the first flying machine, etc.

3. Making cover designs for booklets about: (a) airplanes; (b) land transporta-

tion: auto, railroad, bus, elevated, underground, etc.; (c) water craft: canoe, sailboat, gondola, viking ships, etc.

4. Painting scenery for the background of the display corner of the construction work; or painting scenery for the dramatization of an interesting activity concerning a particular phase of this unit; or painting a scenery for the background of a sand-table project upon which one committee may be working.

5. Making a frieze to show development of land, water, or air transportation.

6. Making a frieze to represent transportation in primitive times, in medieval times, in modern times, etc.

7. Making a ship poster, a canoe poster, an auto poster, a safety poster (pertaining to transportation).

8. Making large cutouts of gondolas, dirigibles, different types of trucks, new model racers, etc., for an exhibit.

9. Using subjects pertaining to transportation in studying the principles of design.

10. Using subjects involved in transportation in planning an original composition (when studying in art the "principles of composition").

11. Using transportation motifs in handicraft, such as, toys, decoration on gift boxes, scarfs, handkerchiefs, table runners, etc.

12. Making a wall hanging in cross-stitch; in block print.

13. Making silhouettes in metal.

VIII. CONSTRUCTION ACTIVITIES

1. Making a modern steamship: Consult pamphlets, diagrams, charts, etc., from some steamship lines and make a miniature modern steamer. (Get addresses from newspapers and magazines.) Plan carefully each part of the work. Children work in groups: One group makes frame, hull, keel, bow and stern, propeller, mast, deck, etc.; another group plans interior of saloons and cabins; another group makes the lifeboats; another group improvises engines, etc. The discussion of this activity will not be long under way before the children will be confronted with arithmetical problems, safety problems, health problems, art problems, etc.

2. Making an airplane: Plan the work as above (No. 1). Groups or committees may take over various phases of the work. If the class decides upon a zeppelin, consider the art problems involved in the interior decorations.

3. Making an airport: Making an airport is an interesting activity. If one is near, visit it with the class, or appoint a committee to visit. Follow this with a class discussion; plan the size, number of planes, types of planes, size of planes, etc. Plan the painting and decoration of the planes. Decide upon specified destinations for the planes, their time of take-off, their cargo, etc. Study weather charts for favorable time to take off. Find out the present air-mail routes, passenger routes, transcontinental as well as international routes. Outline these on a world map.

4. Making a wharf or dock: Go about this activity in the same manner as in the above (No. 3).

5. Making an automobile: Let the class or a delegation from the class visit an automobile factory. Discuss the work to be done: the kind of automobile—coupe, sedan, roadster, racer, truck, etc.—to be made, the materials to be used, where to get the ma-

terials, the parts to be made, the paint for finishing, etc. Divide the class into groups to do certain specified phases of the work. Free pamphlets will be helpful.

6. Making a covered wagon, oxcart, stage coach, or other early type conveyance: Study pictures in histories, old magazines, or charts that may be obtained from the public library. Old boxwood or discarded crates from the grocer will be suitable material. Unbleached muslin and tin strips from packing boxes or barrel hoops will be useful for the covered wagon. Equip the covered wagon as it probably was, when in the forties and fifties entire families moved westward.

7. Other suggestions: (a) making a fleet of airplanes, (b) a fleet of ships, (c) making models of "old" and "new" in transportation, (d) making a series of models of development of transportation throughout the centuries.

IX. HEALTH ACTIVITIES

1. Discuss the conditions pertinent to health and sanitation in various parts of the world; e.g., in the tropics, in the tundras, etc.

2. Illustrate the purification of water (a) by boiling, and (b) by adding chlorine. These processes must be used to have healthful drinking water when traveling through certain countries.

3. Explain the mechanism of a thermos bottle and arrive at conclusions as to the purpose of cork hats in the tropics. Lead children to the conclusion that it is necessary to protect man from sunstrokes.

4. Analyze statistical data which show the distribution of beriberi, to show the consequences of a lack of balanced diet and vitamins in various parts of the world. What has hindered transportation to bring the necessary foods to these localities? How have these obstacles to transportation been partially or wholly removed? What possible solutions to transportation problems would you suggest to those areas where inhabitants still suffer in this regard?

5. Study different types of drinking fountains in different localities, and show how disease may be contracted or prevented.

X. SAFETY ACTIVITIES

1. Discuss traffic signals (a) in our city, (b) in our state, (c) in the nation, and (d) in other countries.

2. Make a list of safety rules for pedestrians crossing the street.

3. Make a list of safety rules for auto drivers and truck drivers. Why do many large industrial corporations transport their materials by truck at night?

4. Consult statistical data and compare the death rates of land transportation, air transportation, and water transportation. What suggestions would you make to decrease the number of accidents?

5. Compare the principal transportation methods of various countries, and note which nations are doing most in promoting safety.

XI. CITIZENSHIP

1. Make a list of rules of courtesy to be observed when traveling in our own and in other countries.

2. Develop desirable habits and attitudes, such as, awareness of our dependence upon the helpfulness of employees who serve us in delivering mail, dry goods, groceries, coal, etc.; habits of working together happily and

MY HOME: A GROUP POEM*

My home:

I think of a little white house on Third Street with a garden and trees in front and a big lawn in the back;

Or of coming up the road on cold winter nights, seeing the light shining on the snow, knowing there'll be a warm fire in the fireplace and something good for supper;

(Sometimes my black and white dog Skippy is in the front yard barking and wagging his tail at the people who go by.)

I think of the familiar rooms, of the neighbors and all my friends; of

My room, my chair, my place at table, my bed, my share of work and fun.

My home:

I think of Mother and Dad and my brothers,

A young, dark mother, and a middle-aged, nice-looking dad—

My dad teasing my mother and me, and my teasing my mother;

Or Mom waving good-by to me in the morning until I am out of sight; or her trying to make me laugh at her jokes that are "so" bad you just have to laugh;

Or I think of evenings before the fire, homework, Mom's knitting and Dad's easy chair.

My home:

The place where I was born,

The place where I am growing up, of my childhood, of memories;

Something that I can always go back to, a place where I can rest; the most important place I've ever been;

I feel as though I don't ever want to go away from here. I think of home as my own:

My home is my place of shelter.

It makes me dream of past, present, and future time, and hope our family will be all together again; that my brothers may come back from the war alive to sit around the family table and live under the shelter of their own roof again.

My home is a Catholic home, and

The place where I desire to be because I love the way I live there.

*A composite poem by the ninth-grade class in literature at Stanbrook Hall, Duluth, Minn., arranged by the teacher, Sister M. Joselyn, O.S.B.

productively; enjoyment derived from sharing common enterprise; interdependence of nations.

XII. MUSIC ACTIVITIES

1. Compose poems about different kinds of transportation and set them to simple melodies. Those written in the Language Activities may be used.

2. Sing familiar hymns of different countries: "Star Spangled Banner," "God Save the King," "Marseillaise," etc.

3. Write a short operetta using as the theme some phase pertaining to transportation, such as, "Cotton, From the Field to Your Home."

XIII. CULMINATING ACTIVITIES

1. The children may make an exhibit showing:

a) Development of transportation from early times to the present;

b) Transportation facilities in various countries;

c) Lack of transportation facilities in other countries;

d) The inventions that made possible the progress in transportation.

The children may invite their parents and friends to the exhibit.

2. The children may give an assembly program in which they tell what they have learned about the various methods of transportation, dramatize their stories, and exhibit

any charts, maps, posters, scrapbooks, or booklets which they have made.

3. The children may give a "Transportation Party" for the members of grade five or grade six B. They may serve their guests with refreshments that have been transported from other lands (dates, olives, etc.) and entertain their friends with stories and songs which they have composed about transportation.

4. The children may make a museum in which to keep on display their models of early methods of transportation, miniatures of the inventions which brought about development, and models of modern transportation.

WHY NOT AGRICULTURE?

Catholic educators have been followers instead of leaders. We ape the secular institutions. We can truthfully say that we have successfully educated our people away from the farm and therefore from family life. We are a dying group, and we may as well admit it and attempt salvage. Ten years ago we had 250,000 more elementary school children. In the mind of a Catholic it must be a sin to be a farmer, for no Catholic college in the United States preaches agriculture as a way of life.—Rt. Rev. Msgr. Luigi Ligutti, Executive Secretary, National Catholic Rural Life Conference.

Aids for the Primary Teacher

Helping Bob to See the Daffodils

Calvin T. Ryan, M.A., M.Ed.*

It does not follow that because a child lives in the country that he knows, loves, and appreciates the flowers or nature in any form. The farmer who transported the teacher from the station to her home, as related in *So Big*, was greatly amused that she could see beauty in a row of cabbages. Familiarity had bred contempt for the lowly vegetable.

Strange as it may seem to some, most farmers do not plant flower gardens. As one person puts it, "Flowers don't bring in any money, so why waste time on them?" Because of this attitude farm children often grow up without any appreciation of the beauties about them; without even knowing they are missing the beauties of a flower garden. It is not the rural boys and girls who notice the beauty of Nebraska sunsets. It wasn't a ruralite who wrote "The Grackles"; nor was it a farmer whose thoughts became philosophical on seeing a skylark.

Because of this attitude toward nature, many rural children are handicapped in appreciating the many poems about flowers and birds. They have to be taught to see with their mind's eye. They have a vivid imagination, but it is seldom of the pictorial kind. They are accustomed to hearing their parents talk about "wrestling with nature," and to them nature is not always kind to mankind. It was the writer's experience to grow up on a farm where daisies grew wild, and often they infested the pasture lands and destroyed the grass. My appreciation of poems about the daisy is still colored by that unhappy childhood experience.

One teacher helped Bob, a fourth grader, see the daffodils in Wordsworth's poem by beginning where Bob was. She might have berated his literary blindness, and forever afterward made him hate the poem, and all poetry. But she knew Bob. And she wanted him to enjoy poetry. She began by utilizing experiences with which Bob was familiar. She wanted Bob to see the daffodils "Fluttering and dancing in the breeze," so she showed him a picture of daffodils which she had mounted on cardboard. Bob didn't know the flower. But a little third-grade girl in the room did. Mary had read her brother's *Burgess Flower Book*.

The teacher talked about the picture for a while, and then she read "Daffodils." "Can't you just see those daffodils 'Fluttering and dancing in the breeze'?" Mary could. Bob could not see anything. The words left no pictures. "What else danced with the daffodils?" the teacher asked. Neither child knew. The teacher read the poem again. Then they learned that the waves danced too.

"Have you ever seen flowers 'dancing in the breeze'?" the teacher asked.

Bob answered "No." But Mary had seen the phlox bed at the service station near her home. In fact, Mary had embarrassed her mother one morning when they had stopped for gasoline when she asked the attendant,

"Will you give me one of those beautiful rose-colored flowers?"

"Mary, how did you feel when you saw the beautiful phlox 'dancing in the breeze'?"

"I felt happy," Mary said. "It made me want the flower. That's why I asked Mr. Veal for one."

"It made Mr. Wordsworth happy, too, to see the daffodils 'fluttering and dancing in the breeze.' Let's read it again and see how he says he felt."

Then she read the poem again. Children need this kind of repetition to fill out the pictures which may be at first rather dim.

The teacher continued the discussion with her two pupils, and aided them to appreciate

a little more what the poet means by the last stanza. "After you see the flowers 'dancing in the breeze,' Bob, we will read this poem called *Daffodils* again; then you can enjoy it more."

To complete the story, Bob did drive by to see the phlox at the filling station, and was ready to talk about *Daffodils* when the teacher returned to the poem a day or two later.

The teacher of a poem should stand between the class and the poet, and do all in her power to help the poet reach the children. She should not be a barrier, but a medium for communication. The thoughtful teacher will think of experiences within the lives of her pupils, and begin with those. From those she will lead her children to see what the poet saw, feel what he felt, and hear what he heard. There must be a trace of familiarity, some foundation in experience, before the child should be expected to stretch his imagination to grasp a poem.

Housekeeping Duties

Yvonne Altmann*

Children like to help with the housekeeping duties of the classroom, and such little responsibilities are good for them.

The illustration shows the chart which we used in assigning the various tasks. The chart was made from a sheet of oak tag 24 by 36 inches. The duties were written in manuscript letters on the cardboard. Opposite each duty, to the left, one or two pieces of cardboard were attached with brass fasteners to form a pocket for the name of the child (or children) to whom the duty was assigned.

Every Friday afternoon we decided who should do the various chores during the following week. The chart hanging in the room was an efficient reminder to each child of his service to the class.

*Kindergarten Director, Oshkosh, Wis.

HOUSEKEEPING DUTIES	
DUST THE ROOM	CAROL WALTER
WATER THE FLOWERS-PLANTS	HOWARD
KEEP THE PLAYHOUSE IN ORDER	JEANETTE
STRAIGHTEN THE CUPBOARD	DU WAYNE
WASH THE PIANO KEYS	DOLORES
KEEP THE FLOOR NEAT-CLEAN	SHIRLEY
UNROLL AND ROLL UP THE RUG	RUTH EUGENE
LOOK AT THE FINGERNAILS	IRENE JANE
TAKE CARE OF THE SOAP	HELEN RONALD
STRAIGHTEN THE BOOKS	YVONNE

A Post-Card Game

Alta L. Skelly

Many households have scenic post cards which have accumulated through the years. They are too pretty to throw away, but no use is made of them. The children will enjoy bringing them to school for a game. And before they know it, they will be learning geography, reading, spelling, and a few other things!

Tell the children to bring any number of scenic post cards—the more the better. A plain piece of white paper should be pasted on the back side of the cards to cover any writing on the cards. This can be done at home. The cards should be pictures of real places, not just pretty scenes. File the cards under the following subjects: states, foreign countries, lakes, mountains, marine views, and any other titles the cards may suggest. The teacher should simplify the title of each card, as much as possible, and write or print it on the plain paper on the back of the card. Keep each group of cards in a separate box—the subject plainly marked on the outside.

Suggestions for playing the game:

The teacher, or the child who is "it," selects one of the boxes of cards. Each child should be given a piece of paper, and a pencil. The person who is "it" holds up the cards, one at a time. The children write the names of the scenes as they are shown. They should be numbered. The one showing the cards should be careful to keep the cards in the same order.

Let the children exchange papers before taking the score. Then, the one who is "it" reads the titles as they were given. The mistakes are checked and counted, and the scores written on the papers. Then, the papers should be returned to their owners. The child having the smallest number of mistakes, or a perfect score, wins the game. A word that is right, but not spelled correctly, counts one half on the score. While the scores are being checked, the teacher can give information about the places under discussion.

*State Teachers College, Kearney, Neb.

Our Army of Workers

Sister M. Constancea, O.S.B.

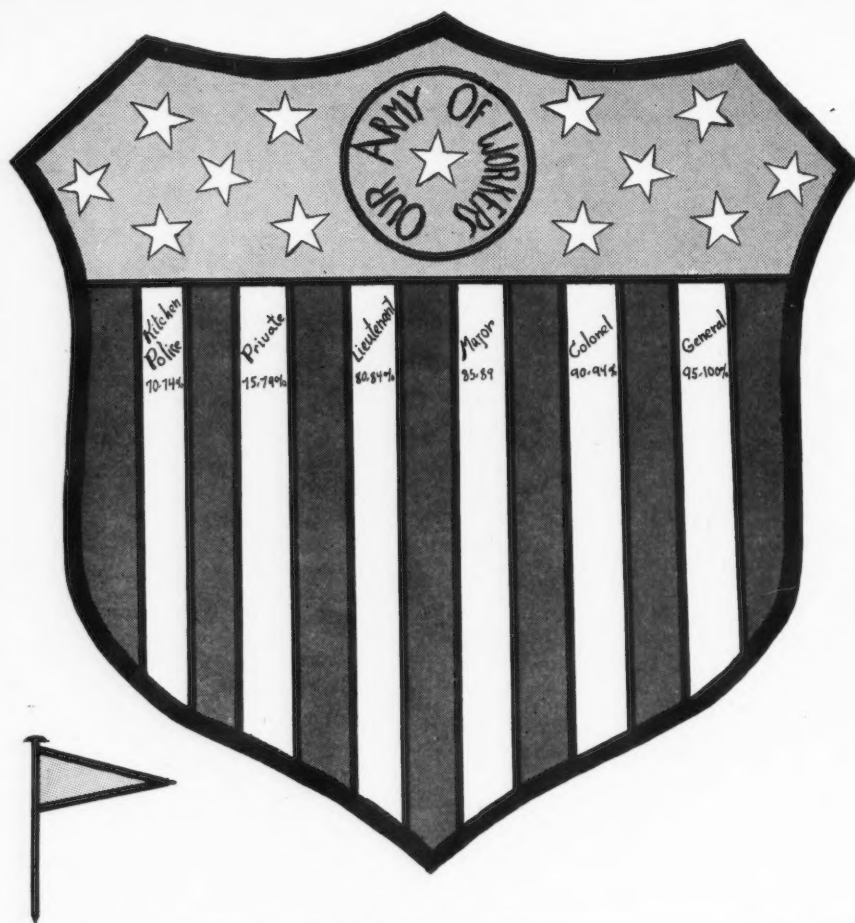
All children today are officer conscious and want to be leaders. This little device for recording average monthly grades has proved a great incentive to work. The figure is drawn on smooth white paper $7\frac{1}{2}$ inches by $7\frac{1}{2}$ inches. The field above is navy blue with silver stars. The stripes are alternately red and white. Each student's name is printed on a small white pennant attached to a pin. Every month the pennants are fixed in the proper white stripes corresponding to the average grades. If the teacher so desires, she may invent names for all the gradations in rank. Rank is assigned as follows:

- 95-100 per cent — General
- 90- 94 per cent — Colonel
- 85- 89 per cent — Major
- 80- 84 per cent — Lieutenant
- 75- 79 per cent — Private
- 70- 74 per cent — Kitchen Police

After the averages have been recorded, students from different ranks are matched on opposite teams for spelling and arithmetic contests; for instance, the Majors against Lieutenants, and Privates against Kitchen Police.

Pupils with highest averages are given some privileges like going to the library for extra reading or being dispensed from an occasional home assignment. The K.P.'s are given additional help to enable them to raise their average next month.

Heard at recess: "I'm not going to be a K.P. next month."



Purchasing Coal for Schools

Fred D. Mosher¹

Those concerned with the procuring of coal supplies for the nation's schools are faced with a more difficult problem than ever. On the one hand they are being urged to "stock up early" and on the other hand they are being faced with taking other than standard grades. The problem of proper selection of coal, always a knotty one, now becomes further complicated by the exigencies of the times.

Nobody has yet devised a thoroughly scientific method of purchasing coal that might fulfill all the requirements of the parties involved. One of the chief stumbling blocks to the formulating of such procedure is the fact that the demands of buyers are often most exacting, while the supplier is usually limited as to the grades he can supply; today the supplier must often take what he can get, and this, too, becomes the lot of the buyer. It is true that coal may be "processed" to a certain degree, but the fundamental characteristics cannot be changed. The buyer, of

course, is limited in his choice because the fuel-burning equipment he uses is limited as to the types of coal it will burn efficiently.

Manufacturers of equipment, suppliers of coal, and the users who buy it, have, within the bounds of possibility, arrived at definite conclusions as to what factors should be considered in the purchase of various types of coal; the factors will vary in "weight" depending on the kind of equipment used, plant requirements, and other considerations that may either be pure choice or those determined by economics. One other factor may be local ordinances restricting coals that may be used to a chosen few.

Take All Conditions Into Account

In normal times large coal contracts are arranged as a result of "trials" made on various suppliers' coals. Due to the actual shortages and the critical situation in transportation, such trials are kept at a minimum. Wartime restrictions have also reduced the number of choices normally available to a prospective user of coal. In spite of these

handicaps the buyer of coal must be more vigilant than ever in getting the best possible value for his coal dollar. The reason for this is quite obvious when it is known that equipment life may be materially shortened by the use of improper fuel. More coal may be used, too, if the wrong kind is used, and this, indeed, will not help either the shortage condition or lighten the transportation burden.

For wartime buying the prospective buyer should make his fuel purchases with care and base his choice, not on dollars alone, but the other factors as well that must be given considerable thought.

For quite clearly patriotic reasons it may be necessary to obtain coal as "near home" as possible. The coals in the near-by area should be investigated for suitability and availability.

The cost must always be of prime importance. In figuring costs the heat content of the fuel must be known so that the production costs of steam can be estimated. Transportation costs must be added. If storage space is valuable or rented, such cost must also be added on a ton basis. In estimating the delivered costs the moisture content must be known so that the cost can be based on actual fuel. The ash content also must be figured in the cost estimate. A table should be made so that the various coals may be compared item by item.

¹Erie, Pa.

Powdered Coal and Stoker Coal

The effect of coal on the equipment used is an important factor in addition to being a cost factor. For example, coal for pulverizers should have good "grindability" to prevent excessive wear and tear on the pulverizing equipment. A wide range of fuels may be used with pulverized-coal firing, but if the wide choice is accompanied by possible rapid deterioration of the equipment, the choice should be narrowed to those with the best grinding characteristics. It is desirable for the prospective purchaser to familiarize himself with standards that have been set up by various groups concerned with coal specifications.

For powdered-coal burning attention must be given to the fusing temperature of the ash. Latitude is permitted on this item, but the range will depend on the type of furnace used. In general powdered-coal burning permits a wider choice of available soft coals than any other means of burning. It can be said that, assuming the general type of coal is available, the choice will depend on (in addition to cost) the handling costs for the fuel and resulting ash, the effect of the coal on equipment, and the possible boiler "outrages" for cleaning resulting in lowered over-all plant performance.

In the case of coals purchased for stoker use it may be necessary to pay a "premium" in order to get the most desirable coal. Again it is necessary to consider the equipment as a wartime measure. Ash that fuses at low temperatures may work havoc on stoker iron at high boiler ratings. A high-fusing-temperature ash accompanied by low ash quantity are the most desirable characteristics for stoker coals unless the plant is equipped with modern water-walls or water-cooled stokers to handle this kind of fuel. Should the plant be equipped with these devices it is still advisable to use high-fusion-temperature ash if the plant is to be heavily loaded. If ash that fuses at low temperature is to be used, the ash content per pound of coal should be kept low since, in addition to producing excessive maintenance, the efficiency of units may be lowered due to carbon loss through clinkering.

Ash Content Problems

Ash content is an important consideration. First it must be transported to the plant at considerable cost. It is utterly useless but a necessary evil, since no coal is entirely free of it and there is no known method of removing it at the pit head. After it arrives at the heating plant or point of use, it takes up space along with the coal. In the burning process, if the content is high on a per pound basis, it may form objectionable clinkers and carry with it to the ashpit considerable fuel in the unburned state. The more ash there is the more labor is required to handle it or to maintain equipment for handling it.

For certain types of stokers, such as chain-grate, it is necessary to have ash on the grates to protect them from burning. This minimum quantity is found in most bitu-

minous coal commonly used as stoker fuel.

In almost no case should coal be purchased at the present time that might make equipment additions necessary. This may be modified if by "additions" is meant minor changes, such as might be necessary to provide existing stokers with overfire air so that higher ratings can be obtained. High volatile coals, that have otherwise desirable characteristics, might be justified if higher ratings could be carried and slight changes would make for efficient burning.

As contrasted with coals that might be used efficiently with minor changes to existing equipment there are many that might be used successfully with stokers, providing additional features of a major nature are installed. Clunker grinders, when added to certain types of stokers, make them capable of using high-ash-content coal. It is questionable, however, if such changes should be undertaken at this time.

Moisture Content Control

Moisture content in coal is difficult to specify. When an agreement is reached as to what the moisture content should be, the state of the coal should also be specified. This means that the moisture must be at a specified figure at a specified time. Most generally this item is measured as the coal is received by the user and is noted as moisture content "as received" for contract purposes.

Moisture, besides being added weight which must be paid for, requires heat to evaporate it in the furnace. For each pound of moisture in a given coal, 1000 BTU's are required to evaporate it and these BTU's are lost as far as their usefulness is concerned. It is clear that this item should be kept as low as conditions will permit.

In buying coal the object is to get the greatest amount of heat for the dollar spent. Sometimes compromises must be made; the necessity for this may be greater than ever during wartime, depending upon the location of the heating plant with respect to the sources of supply.

Government agencies advise early purchase of coal. For some coals no disadvantages are experienced when this is done. For others there are disadvantages. Coals which have high "friability" often deteriorate rapidly after they are taken out of the mine with the result that much slack is formed as the coal is kept in storage or handled. Considerable loss of fuel has been experienced in many cases where coal of high friability has been exposed to weathering for long periods. Friability of high degree will be a dust nuisance, and such coal, when used for hand-firing, will make the job more difficult. This characteristic might be desirable in the case of pulverized firing, so, as in other instances, the actual conditions must determine what compromise may be made in this respect.

Trial Runs and Analyses

Once the choice of coal has been narrowed down to a selected few, trials should be run to determine the one coal best fitted for the

equipment being used. The trials may be of long or short duration as the parties agree.

When the contract is drawn up it should be quite specific as to the analyses that will be maintained. The supplier's analyses may be accepted, but it is always best that both parties agree to have frequent analyses made by an independent laboratory. Reasonable variations from the standard conditions must be allowed, but any sharp drop should be cause for a penalty on the supplier; this is usually taken in the form of credits for additional coal to make up for the deficiency. In any event coal should never be purchased on "promises" that the coal will always meet certain specifications. One method of compensating the supplier for delivering better coal than the contract calls for is to specify that, when certain characteristics are better than a certain degree, the cost of independent analysis will be borne by the user, otherwise these costs are split between the parties or are borne by the supplier.

Regardless of what the apparent savings are on paper the contract should not be let until it is satisfactory to those who must produce heat with it. There is an element of personal choice that enters into the purchase of many products. With coal it may be that the user, because of success with a given type, will favor it in making a choice; all other factors being equal, this would be the coal to select in order to get the best results.

PROTECT FIRE EXTINGUISHERS FROM FREEZING

Several common types of fire extinguishers are subject to freezing and, if allowed to do so, may be rendered inoperative or even dangerous to use.

Soda-acid, foam, and gas-cartridge extinguishers must be kept in relatively warm locations (above 40 degrees Fahrenheit to be safe) or in suitably heated cabinets. The National Board of Fire Underwriters specifies that cabinets for use in subzero climates be of $\frac{3}{8}$ inch, double-wall construction and be heated by a continuously burning incandescent lamp of not less than 50 watts. Single-wall enclosures, similarly heated, are suggested for locations where temperatures below zero Fahrenheit are not encountered.

Antifreeze chemicals, such as common salt, calcium chloride, and glycerin, should not be added to extinguishers of these types, since foreign ingredients may reduce the effectiveness or change the nature of the discharge, or corrode the parts and make the extinguishers dangerous to use.

Pump-tank and gas-cartridge extinguishers can be protected by adding antifreeze chemicals supplied by the manufacturer. Chemicals other than these should not be used, however, as they may cause corrosion.

Extinguishers which do not require protection from freezing are the vaporizing liquid, carbon dioxide, and loaded-stream types. The first two contain no water; the latter does contain water, but has chemicals added which depress the freezing point.

Since the sale of all Underwriters' Laboratories approved extinguishers is now subject to priority restrictions, careful maintenance, including protection against freezing and an annual inspection and recharge, is doubly important.

Catholic Education News

MSGR. BARRY HEADS INSTITUTE COMMITTEE

Rt. Rev. Msgr. William Barry, founder of Barry College for Women, Miami, Fla., and chairman of the Committee on Cultural Relations with the American Republics and Canada, has been appointed head of the newly created Committee on University Extension Work of the Inter-American Institute, according to an announcement by Most Rev. Edwin V. O'Hara of Kansas City, founder of the Institute.

MUSIC TEACHERS ORGANIZE

The Indiana state unit of the National Catholic Music Educators' Association was organized and held its first meeting at Indianapolis on December 1, at Cathedral High School.

Priests, Brothers, Sisters, and lay teachers from Catholic schools participated in the conference, which opened with a Missa Cantata at the Cathedral. The proper of the Mass was sung in Gregorian Chant by Brothers of the Holy Cross, who conduct Cathedral High School. The ordinary, Mass XVIII, Gregorian, was sung by the delegates. Discussions at the meeting placed much stress on Gregorian Chant as an integral part of the curriculum of Catholic schools.

Sister M. Judith, C.S.C., of St. Mary's College, Holy Cross, Ind., was chairman of the meeting. Elmer Steffen, K.S.G., supervisor of music for the diocese, is a member of the advisory board of the new organization.

SACRED HEART BROADCASTS

With the recent acquisition of two outlets in the Panama Broadcasting System, the Sacred Heart Program, which originates at St. Louis University's Station WEW, now has a complete North American coverage, from Alaska and Newfoundland to the Isthmus. The program, now heard over 128 stations, is estimated to have a daily listening audience of more than 8,000,000; and not only Catholics, but many non-Catholics have voiced approval of it.

Recently Station WIBX in Utica, N. Y., received a letter from a Methodist pastor praising the program for "adhering tenaciously to the great principles of the Christian Faith, which it represents." In Troy, N. Y., a Presbyterian rector told Father Harold Hinds that he recommends the program to students of the Rensselaer Polytechnic Institute. In St. Louis, a minister pronounced the program "one of the strongest forces for morale in the country at present."

BROTHERS DISCUSS METHODS

Seventy-five Christian Brothers, who teach in the elementary schools of the Archdiocese of New York, held their autumn educational symposium at De La Salle Institute, New York City, Nov. 12. The program was directed by Brother Calixtus, F.S.C., LL.D., community supervisor of schools.

Emphasis was placed on the importance of classroom libraries. Topics discussed included reading comprehension, the class library, and teacher preparation.

RADIO SCRIPT FOR PRESS MONTH

Five-Star-Final is the title of the February issue of *The Queen's Workshop of the Air*, a service department of *The Queen's Work*, central U. S. office of the Sodality, at 3742 W. Pine Blvd., St. Louis, Mo. The Workshop issues monthly a radio script for use of Catholic schools and parish organizations. The preparation of the scripts is the work of Mary Agnes Schroeder who formerly did similar work for the public schools of Chicago. Rev. Leo Wobido, S.J., is the originator and the supervisor of the service.

Five-Star-Final, the February release for Catholic Press Month, depicts the spiritual odyssey

THE GALLERY AWARD

Lieut. Comdr. John V. Farrow, of the Royal Canadian Navy, was chosen to receive the annual Catholic Literary Award of the Gallery of Living Catholic Authors for his "Pageant of the Popes."

When the volume was published, Rev. Thomas J. Reed, in a review, referred to it as "the Catholic book of the year."

Commander Farrow recently has been directing the production of war films such as "Wake Island," "Commandos Strike at Dawn," "Hostages," and "China."

The permanent library and exhibits of The Gallery of Living Catholic Authors are at Webster College, Webster Groves, Mo. The Gallery's eastern office is in New York City.

of the late Heywood Broun, famous newspaper columnist, who became a Catholic shortly before his death.

CONFRATERNITY OF CHRISTIAN DOCTRINE

The December issue of *Our Parish Confraternity*, published by the Confraternity of Christian Doctrine, 1312 Massachusetts Ave., N.W., Washington 5, D. C., features instruction of high school pupils in the Sacred Scriptures and the great success of released-time instruction to public school children.

LEARNING LANGUAGES

How the war is accelerating the learning of languages is typified by classes of A.S.T.P. students at St. Louis University who have learned Italian fairly well in three months. The Army's language course is strenuous; comprising 17 hours a week, 5 of grammar and 12 of "laboratory" work when teachers and students speak nothing but Italian. Dr. Joseph Frederick Privitera, of the department of modern languages at St. Louis University, thinks that, after the war, a course of six hours of conversation and three hours of grammar a week will turn out good linguists in three scholastic years.

SCHOOLS AT WAR

The sixth issue of *Schools at War*, a war-savings news bulletin for teachers is dated February, 1944. This large, illustrated magazine, published quarterly by the Education Section of the War Finance Division of the U. S. Treasury Department, is distributed gratis to all schools through the state offices of the War Finance Division. Page 23 of the current issue of *Schools at War* contains a list of these state offices. If you do not have the address of your state office of the War Finance Division, inquire of public school officials in your community. Among many bulletins, leaflets, posters, and film strips listed in this February issue is *The Catholic Schools and War Savings*, a 35mm. film which you may obtain through your diocesan superintendent of schools.

A SODALITY PROGRAM

The following 10-point program of the Los Angeles Sodality Union for 1943-44 is praised as "worthy of Sodality effort and one rich in objec-

tives," in the December issue of *The Queen's Work*:

1. To train leaders for the parishes.
2. To instruct and inspire sodalists to help build up a Christian life in their own homes. Theme: "Our place in the Christian Family."
3. To instruct and inspire sodalists to influence and indoctrinate their own environment, their own chums and neighbors.
4. To make a special study of the Mass so as to know and love it and make it the center of their prayers and devotions.
5. A special study of the lives of Jesus and Mary.
6. Spread the devotion of "The Daily Rosary": Crusade of Rosaries.
7. Get "Prayer Donors" for Pope, Archbishop, Church, Country.
8. Through the spiritual and corporal works of mercy, train citizens in loyalty and devotion to Church and Country and help develop a strong social spirit and social apostolate.
9. To spread Catholic literature and especially support the diocesan newspaper.
10. To cooperate with all the archdiocesan organizations and to give especially the example of "Thinking with the Church."

SOCIAL WORK FOR CATHOLICS

"As a field of Catholic Action, social work offers splendid opportunities not merely by contributing to the efforts of organized Catholic charities agencies, but with equal and perhaps even greater effect by cooperation in nonsectarian and public social services," says Rev. Aloysius H. Scheller, S.J., director of the St. Louis University school of social service.

"Of the 42 professional schools of social work in the United States, there are six Catholic schools of social work out of which specialists in this field are sent out annually. Their contribution is definitely felt in both public and private social agencies. Their services are sought for eagerly. They have most recently taken their place with the efforts of the United Service Organizations and the National Catholic Community Service. This infiltration of Catholic youth into positions where thought and action are called for must eventually have its effect."

CONCERNING BASIC ENGLISH

Mr. Churchill's Labor Day speech at Harvard University has aroused considerable interest in "Basic English," of which Dr. Ivor Richards, of Harvard, has been a noted American enthusiast.

"Basic English" is a list of 850 words chosen to do the work of 20,000 words. Professor John Kelly, a teacher in the Catholic schools of Montreal, Canada, has been highly successful in teaching this simplified English to French students. He urges this method also as a method of helping those who have broken English.

FIGHT WASTE

The present necessity of conserving our supplies of the necessities of life for ourselves and others now and after the war provides an excellent opportunity for teaching the public to avoid waste. One of the most obvious examples of waste is that of food. It is estimated that in the average American home, about 15 per cent of the edible parts of foods is wasted in the kitchen and at the table. This means about 225 pounds per person per year or about three fifths of a pound per day. One authority has estimated this waste as 5 per cent of the protein, 25 per cent of the fats, 20 per cent of the carbohydrates, and 19 per cent of the calories.

(Continued on page 18A)

New Books of Value to Teachers

Statistics: Collecting, Organizing, and Interpreting Data

By Raleigh Schorling, John R. Clark, and Francis G. Lankford, Jr. Paper, 76 pp. 44 cents. World Book Co., Yonkers, N. Y.

The present-day citizen can hardly live without some knowledge of statistics and their graphic presentation. If he is engaged in business or a profession, he must have considerable skill in interpreting data. Hardly a political, social, or economic proposal or a group of facts in these fields can be intelligently considered without an examination of pertinent statistical evidence. This book introduces high school students to the common concepts of statistics, methods of collecting, organizing, and presenting facts, and drawing conclusions. The last mentioned chapter is mathematical only and does not suggest the ethical tests which data in social and political fields must meet before the figures themselves are valid and the judgments drawn from them logical.

The Boy Jesus

By Dorothy T. Bunker. Cloth, 207 pp. \$1. The Ave Maria Press, Notre Dame, Ind.

These stories of Jesus and His imaginary boy companions in Nazareth were originally told by the author to her own son, aged 10, and attracted wide attention when first printed in *The Ave Maria*. Mothers and teachers will welcome the book for making the Christ Child real and attractive to young children.

Reading Spanish

By Cora Carroll Scanlon, A.M., and George E. Vander Beke, Ph.D. Cloth, 432 pp. \$2.40. The Bruce Publishing Co., Milwaukee, Wis.

This is a Spanish reader composed of two novels, "Amalia" by Mármol and "José" by Valdés, which have been progressively graded according to the latest findings of the American and Canadian Committees on Modern Languages. The word list of Buchanan, the syntax list of Keniston, and the idiom list of Swenson and West have been used. It is designed for students who have completed approximately ten weeks of Spanish grammar. With classes using the authors' *Spanish Basic Reading Grammar*, it may be begun after completion of Lesson XII.

Necessary contextual words beyond the word lists are translated in the body of the text in parentheses. A general vocabulary is included. Brief tests on content are given in Spanish at the end of each chapter. The book contains sufficient reading material for an entire school year. It can be used either on the secondary level in Spanish I and II or on the college level in Spanish I.

Physical Fitness for Boys

By Miller, Bookwalter & Schlafer. Cloth, 477 pp., illustrated. \$3. A. S. Barnes & Co., New York, N. Y.

"A manual for the Instructor of the Service Program. An authentic, complete, practical guide for the instructor of a physical-fitness program, with numerous charts and photographs."

The authors have combined their analyses of recent studies with their experience as physical educators to produce a comprehensive discussion and a handbook for teachers and directors of the physical program for boys in large and small, urban and rural high schools. The book is based upon the modern demand for an adequate physical-fitness program in every high school, a sustained program that will actually improve the situation disclosed by recent experience in the physical examination of military personnel. While the book is complete in itself, a bibliography is presented at the end of each chapter.

Physical Fitness for Girls

By Cassidy & Kozman. Cloth, 239 pp., illustrated. \$2. A. S. Barnes & Co., New York, N. Y.

"Contributions of Physical Education to Wartime Programs in Secondary Schools. A practical textbook for prospective teachers and a sound

guide for every teacher who wishes to reorganize her program to meet today's demands."

The contents include: individual needs in war-peace living; a fitness program, the concept of physical fitness; materials for the orientation program; the teacher as guide, work syllabus for major students, bibliography, etc.

Fitness First

By Kozman & Cassidy. Paper, 32 pp. A. S. Barnes & Co., New York, N. Y.

A physical-fitness workbook for high school girls.

Wide Fields

By Irmengarde Eberle. Cloth, 193 pp. \$2.50. Thomas Y. Crowell Company, New York, N. Y.

This is a deeply moving account of the intimate life of Jean Henri Fabre, the famous French entomologist, who died in 1915. For the high school reader, it provides a fascinating insight into the poverty-ridden life of this great man who sacrifices all personal gain and material wealth so that the world might receive knowledge of his myriads of scientific discoveries. — *M. S. B.*

A Companion to Scripture Studies

By John E. Steinmueller, S.T.D. Cloth, 506 pp. \$3.75. Joseph F. Wagner, Inc., New York, N. Y.

This third volume of the scriptural studies sponsored by the Catholic Biblical association is a special introduction to the New Testament. It follows the scholarly plan of the earlier works.

History of the Church of Christ

By Rev. Dr. Julius Grigassy. Translated by Rev. Michael B. Rapach. Paper, 118 pp. Published by the author, at Braddock, Pa.

This history of the Church is addressed to children in parochial schools of the Greek Catholic (Uniat) Church. It follows the usual plan of dividing the account of the Church's life into three periods: (1) from its founding to the year A.D. 313; (2) from Constantine to 1520; (3) from the Protestant revolt to the present time. Strong emphasis is laid on the conversion of the various Slavic peoples and on the growth of the Eastern Church. The chapters on the later development of the Greek rite on both sides of the Carpathians in Hungary and in the United States include much information usually overlooked in histories of American Catholicism.

Pre-Service Course in Machine Science

By Samuel H. Lebowitz. Cloth, 446 pp., \$1.96. John Wiley & Sons, New York, N. Y.

This book is intended to introduce prospective inductees of the Army and Navy to the fundamental theories and practice of machine design and operation. The book shows clearly that it has been used for some time—it lacks the signs of haste which characterized the early pre-induction texts. It is still a bit heavy on the side of science. Teaching aids and illustrations are especially fine.

The Road to Safety—Here and There

By Buckley and Others. Cloth, 312 pp., illustrated. 92 cents. American Book Co., New York, N. Y.

Stories of pioneer life and modern life and of animals into all of which enters the theme of safety.

America at Work

By Marshall Dunn and Lloyd N. Morrisett. Three books, *Machines for America*, 176 pp., 80 cents; *Power for America*, 176 pp., 80 cents; *Wings for America*, 256 pp., \$1. All cloth, illustrated. World Book Co., Yonkers, N. Y.

These textbooks for upper elementary and junior high school grades present what the boy or girl wants to know about machines, power, and aviation. They begin with the principles involved and a brief history of the development of their application. Then they picture the way these developments of our civilization are serving us today. At the end of chapters are found

vocabulary studies, questions of fact and principle, suggested activities, and bibliographies for further reading. The set will be welcomed by pupils for classroom or library use.

Pius XII on World Problems

By James W. Naughton, S.J. Cloth, 199 pp., \$2. The America Press, New York, N. Y.

This book organizes in logical and accessible form the public statements of Pius XII on the present world problems. In sequence, the compiler presents carefully edited statements of the Pope on (1) war and its costs, (2) peace and reconstruction, (3) modern social problems, (4) the special problems of the Church today.

The book includes a carefully arranged bibliography, an index to Papal documents, and an analytic index to the content of the book itself. The book should be of direct interest to teachers and preachers.

Pegs of History

By Helen Dean Fish. Cloth, 44 pp. \$2. Fredrick A. Stokes Company, New York.

This beautiful illustrated book describes twenty great events that have reshaped the history of the modern world and that must be understood by the American child. The book suffers from the fact that causes of events are not explained, and the average child will have some difficulty in relating names and events with the causes that preceded and the changes that followed. The book lacks the balance which we have come to expect in history texts.

Thunderhead

By Mary O'Hara. Cloth, 320 pp. \$2.75. J. B. Lippincott Co., Philadelphia, Pa.

This story of a horse, son of the famous "Flicka," is more diffuse than the earlier popular book. It seems to be more adult than suited to high school students.

Machines for America

By Marshall Dunn and L. N. Morrisett. Cloth, 176 pp. 80 cents. World Book Co., Yonkers, N. Y.

The work and values of machinery are attractively presented for pupils at the junior high school level.

Workbook in Preflight Aeronautics

By Col. Rollen H. Drake. Paper, 177 pp. The Macmillan Co., New York, N. Y.

This workbook, planned to accompany any standard text, is intended for preflight students.

The Mass Year

A Mass guide for 1944. Paper, 128 pp. 30 cents. The Grail, St. Meinrad, Ind.

This calendar and guide includes pertinent reflections on the collects of the Sunday Masses.

First the Flower, Then the Fruit

By Jannette May Lucas. Boards, 72 pp. \$2. J. B. Lippincott Company, Philadelphia, Pa.

The story of the growth and harvesting of figs, pomegranates, grapes, melons, pineapples, bananas, persimmons is illustrated in full color.

What Other Answer?

By Dorothy Fremont Grant. Cloth, 292 pp. \$2.75. The Bruce Publishing Co., Milwaukee, Wis.

Mrs. Grant, John Moody's niece, followed her well-known uncle into the Church. The uncle writes a preface to the book in which Mrs. Grant not only tells about how she read and thought herself into the Church, but, and this is the feature of her book, defends and clarifies Catholic doctrine and moral teaching against her pagan friends at the bridge table. The lessons will be understood by sincere non-Catholics because the author well understands their minds.

New Testament Readings

For Syllabus II, Part III. Paper, 90 pp., plus maps. Compiled by the Confraternity of Christian Doctrine. Published by St. Anthony Guild Press, Paterson, N. J.

The readings consist of *The Acts of the Apostles* with notes, reprinted from the Confraternity

edition of *The New Testament*. The maps are of St. Paul's journeys. Companion volumes of this booklet are *The Apostolic Church*, discussing and outlining *The Acts* and an *Instructor's Manual and Test Exercises*.

Democracy in Action

By Samuel Olchin and Chas. G. Eichel. Cloth, 148 pp., illustrated. Globe Book Co., New York, N. Y.

This is a book of original playlets for special occasions—Columbus Day, Thanksgiving Day, Independence Day, Flag Day, etc. It is also a supplementary reader for grades 6-9; and it shows the pupils how to organize and conduct meetings; and it supplies good motivation for history and civics.

Nova Scotia—Land of Co-operatives

By Leo R. Ward, C.S.C. Maps by Leroy Appleton. Cloth, 207 pp., \$2.50. Sheed and Ward, New York, N. Y.

"Not independence but cooperation and interdependence" could very well be read into the philosophy of Father Ward's "little men" who figure so vitally in this work. And Father Jimmy Tompkins whom Father Ward introduces as "the famous Nova Scotia co-operator," has faith in his people—so poor yet yearning to make good the "God's-side" way.

Father Ward visited in Nova Scotia all the little towns where co-operatives and credit unions had been established, met "little men" singly and in groups, talked with them, and, by his friendly "I-like-you—tell-me-about-yourself" manner, invited them to talk to him. In this book he gives the Catholic reading public the result of his observation and social "mixings"—gives it in his characteristically homespun manner—an alluring Wardian style. This information the author exemplifies so concretely that the reader follows him as one of his "little men." A book for high school and college social-science classes and for all adult Catholics to be read for pleasure, for profit, and for information. The maps help the reader to move about with the author.—S. M. S.

Vagabond in Velvet—The Story of Miguel de Cervantes

By Covelle Newcomb. Illustrated by Addison Burbank. Cloth, 262 pp. \$2.50. Longmans, Green & Company, New York, N. Y.

It is one experience to read Don Quixote and imagine the author a roguish wit, and quite another to read a book describing in graphic detail the author's life as a Christian prisoner of Algerine pirates before he became an author of fame. The lovers of Don Quixote have a surprise in store in the reading of this fictionalized biography of Cervantes for children 12 and older.

As a soldier of the Spanish king, Cervantes fought in the battle of Lepanto and was captured by Algerine pirates. After years of cruel slavery he escaped to his native Spain and began writing for a livelihood. His efforts failed and he was thrown into prison once more. It was in this, his last imprisonment, that he conceived the first ideas of Don Quixote. Fame came to him, but it brought very little money. His last wish was: "To die and be buried in the Franciscan habit, a cowl on my head, a rope girdle about my waist."—S. M. S.

St. Teresa of Ávila

By William Thomas Walsh. Cloth, 606 pp. \$5. The Bruce Publishing Co., Milwaukee, Wis.

A lifetime of study and research and four years of writing by William Thomas Walsh, eminent historical writer and Spanish scholar, preceded the publication of his latest historical biography, *St. Teresa of Ávila*. Named one of the two outstanding Catholic books of the year by the Catholic Book Club, *St. Teresa of Ávila* presents the rich and highly inspirational story of the founder of the Order of Discalced Carmelites, and, incidentally, an authentic picture of the chaotic sixteenth century. Ranked with Augustine and Aquinas as one of the greatest minds of the Catholic Church, Teresa, as Walsh has shown, was also an appealing and humorous

woman, who had a remarkable influence on her times.

Most Used Civil-Service Terms

By Foote and Strong. Paper, 115 pp. 60 cents. The Gregg Publishing Co., New York, N. Y.

Here are 5000 terms commonly used in all branches of civil service, arranged alphabetically, and accompanied by Gregg shorthand outlines.

On Land and Water

By Horace Mann Buckley, Margaret L. White, Alice B. Adams, and Leslie R. Silvernale. Cloth, 405 pp. \$1. American Book Company, New York, N. Y.

A collection of narratives—each designed to educate the upper grades to the perils of fire, the highway, the water, etc.—obviously selected for the purpose each may serve and not for their readability. They should make dull required reading with high educational value and low literary and entertainment value.—M. S. B.

The Social Message of Jesus

By Igino Giordani. Cloth, 418 pp. \$4. St. Anthony Guild Press, Paterson, N. J.

This fine translation of a scholarly Italian work provides the Catholic student of social theory and present-day problems with a real theology of society based on the life and sayings of Christ.

The Good-Luck Horse

By Chih-Yi and Plato Chan. \$1.50. Whittlesey House, McGraw-Hill Book Company, New York, N. Y.

Refreshingly quaint in plan and in expression this simple adaptation of an ancient Chinese legend known and loved for centuries by the small people of China will be welcomed by the imaginative little fourth- and fifth-grade readers of America. Madame Chan's style is concise, direct, and slyly humorous. Fat little Wah-Toong, the child whose paper house was transformed into a live one, is copiously and remarkably sketched by 12-year-old Plato Chan, Mrs. Chan's son.—M. S. B.

Liberty for Johanny

By Adelaide H. Wonsetler and John C. Wonsetler. Cloth, 288 pp. \$2.50. Longmans, Green & Company, New York, N. Y.

The sounds, the smell, the blood, and tears of Valley Forge are experienced here through the bright minds and adventure-craving hearts of two young American colonists, Johanny, a free Mennonite farmer lad, and Domino, a black little slave who had escaped a traitor master. The foiling of a spy ring; brief glimpses of George Washington, Madcap Anthony Wayne, and the British Louis Tremain; and the accurate and homely picture of the American colonists in their fight for freedom make sprightly reading for the high school history student.—M. S. B.

Small Talks for Small People

By Rev. Thomas J. Hosty. Cloth, 136 pp. \$1.75. The Bruce Publishing Co., Milwaukee, Wis.

A treasury of modern parables to help priests in preparing sermons for children. An outstanding feature is the frequent questions addressed to the children to keep their minds on the subject.

Praying With the Poverello, the World's Happiest Man

By Sister Mary Aloysi Kiener, S.N.D. Cloth, 210 pp., \$1.50. Frederick Pustet Co., Inc., New York, N. Y.

The title of this work is arrestingly beautiful, but the content fails to support its implications. The Poverello, seraph of all-absorbing love and boundless devotion, is left out so often that the reader wonderingly asks, "Where does praying with the Poverello come in?" In a schematic procedure the author subtitles each section with a line from the prayer as found on page 18 of the work, then lists excerpts and, as if in afterthought, ties up the section by bringing in St. Francis and by quoting the subtitle. This is evidently the work of a voluminous reader who has gathered a large number of excerpts from many sources—periodicals, pamphlets, and books—has strung these together with running commentary and has tried to inject these incongruities

into a most sublime, a seraphic act—praying with the Poverello. That this scheme fails to produce a unified, coherent work is quite apparent. Lovers of the Poverello know that his prayer is so lofty, so truly heart-and-soul-and-mind spiritual, so rapturously God loving that excerpts from modern literature are alien to it. An effort to combine them seems desecration. Besides the exact quoting of the prayer of the Poverello, the work contains many spiritual thoughts, but the assemblage is incongruous—lacks unity and consistency. The title is rich in spiritual-writing possibilities. How regrettably disappointing that these possibilities are not realized in the content!—S. M. S.

The Teachability of Certain Concepts in Modern European History in the Secondary School

By Sister Justa McNamara. Paper, 176 pp. The Johns Hopkins Press, Baltimore, Md.

This is No. 33 of Studies in Education edited by Florence E. Bamberger. An attempt to find the proper place for European history with recommendations and outlines.

The Eternal Purpose

By Blanche Mary Kelly. Cloth, 141 pp. \$1.50. Harper & Brothers, New York, N. Y.

By reading the Scriptures we do go to God. But the way to Him is not by reading merely, but by praying as we read. Reading the Sacred Scriptures is the medium for this receptive and active intercourse with "the God of all consolation." Having this in mind, Dr. Kelly searched the Scriptures and found in them all that her own perturbed spirit needed. To gladden other bewildered or saddened souls, she has made a unique compilation of the texts that have helped her most. The compilation consists of nine chapters, each made up of several sections, each chapter and each section captioned appropriately. The appendix aids the reader in locating references.—S. M. S.

Upon This Rock

By Emile Cammaerts. Cloth, 118 pp. \$1. Harper & Brothers, New York, N. Y.

Another war book, but different from the usual output in that the simple charm and restrained poignancy found here are rare in the literature of the present war. Like other war stories, it comes to us out of the unspeakable holocaust of the present world slaughter. It takes issue with the usual: a father who has faced the stark fact of his son's death gives the reader an intimate, courageous record of the catastrophe, but ends the recital with head bowed to the will of God—transfers his attention from self to God. This is his secret of both self-conquest and hope.—S. M. S.

Real Life Stories

Edited by Rev. Winfrid Herbst, S.D.S. Cloth, 168 pp. The Society of the Divine Savior (Saviorian Seminary), St. Nazianz, Wis.

These 20 brief biographical sketches of children of exceptional piety give ample evidence that childhood and youth in our day will respond to cultivation and good example in Christian virtue.

The Commencement Manual

By Edith F. A. U. Painton. Cloth, 370 pp. \$1.50 (Paper, 75 cents). Beckley-Cardy Co., Chicago, Ill.

A book of suggestions for commencement exercises for grade schools, high schools, and colleges, including: salutations, valedictories, addresses and responses, class poems, songs, histories, baccalaureate sermons, prophecies, wills, yells, mottoes, flowers, colors, class plays, novel programs, etc.

The Community Survey

By R. G. Walters. Paper, 38 pp. South-Western Publishing Co., Cincinnati, Ohio.

This is Monograph 58, published December, 1942. It discusses the purposes, kinds, and methods of surveys, showing how to tabulate and interpret the results.

When the Sorghum Was High

By John J. Considine, M.M. Illustrated with

(Continued on page 23A)



Will Stokowski "swing it"?

BOOGIE WOOGIE and Barrel House are pretty tough competition for the average serious music course in high school. Unless boys and girls can "swing it," their minds won't reach out, as a rule, toward the finer music they could enjoy just as richly.

But Deanna Durbin and Leopold Stokowski changed all that with their famous hit picture, *ONE HUNDRED MEN AND A GIRL*. This story of unemployed symphony musicians brought together by lovely Miss Durbin in a triumph of wonderful music, led by the master himself, makes the audience as proud of fine symphony as are those who create it. Stokowski doesn't need to "swing it"!

Schools all over America—some very large, some very small*—are finding out that 16mm feature-

length movies bring alive *all* subjects in the curriculum, whether music or history or geography or science. Auditorium showings, followed by classroom discussion, pay rich dividends in understanding, bring student and teacher together in mutual appreciation of the humanities *behind* the facts they are studying.

FILMS INCORPORATED's famous Study Guides—showing individual teachers how to get the most out of the feature programs you schedule for your school, are sent free with each program, on request. Our colorful catalog of both features and shorts is yours for the asking. Write for it today!

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NAME _____

SCHOOL _____

ADDRESS _____

Catholic Education News

(Continued from page 64)

PERSONAL NEWS ITEMS

Appointments

☐ REV. DR. FRANK P. CASSIDY, of the teaching staff of the Catholic University of America, is now dean of the Catholic Sisters College. He has been acting dean since July, 1943, when Msgr. Jordan became vice-rector of the University. Officers of the Sisters College now are: MOST REV. MICHAEL J. CURLEY, president; Rt. Rev. Msgr. EDWARD B. JORDAN, vice-president; MOST REV. PETER L. IRETON, secretary; WILLIAM L. GALVIN, treasurer; DR. CASSIDY, assistant treasurer.

☐ RT. REV. MSGR. GEORGE JOHNSON, director of the Campus School of the Catholic Uni-

versity of America and director of the Department of Education of the N.C.W.C., has been appointed Director of the University's Commission on American Citizenship.

☐ RT. REV. MSGR. JOHN O'GRADY, secretary of the National Catholic Charities, is a member of a national rehabilitation advisory council composed of 20 outstanding leaders in training the handicapped.

☐ REV. LOUIS BASKA, O.S.B., is the public member and chairman of the war labor board panel for the seventh region. Father Baska has been a professor of economics at St. Benedict College, Atchison, Kans., for 20 years.

☐ REV. CUTHBERT E. ALLEN, O.S.B., former rector and vice-president of Belmont Abbey, is the new president of the North Carolina College Conference. Belmont Abbey is the only Catholic college for men in North Carolina.

☐ VERY REV. MICHAEL J. MARTIN, president of Loras College, Dubuque, Iowa, is the new chair-

man of the National Association of Church Related Colleges for the Midwest region.

☐ BROTHER AUGUSTINE PHILIP, F.S.C., head of the department of English at Manhattan College, Brooklyn, N. Y., has been appointed assistant dean of the College.

☐ BROTHER THOMAS, F.S.C., director of the library at Manhattan College, New York City, is now active director of the engineering libraries section of the Association of College and Reference Libraries. He is substituting for Librarian Harold Laneour, who has joined the Army.

☐ DR. MARTIN R. P. MCGUIRE, dean of the graduate school of arts and sciences of the Catholic University of America, has been re-appointed by President Roosevelt to the Advisory Committee on Exchange Fellowships and Professorships.

☐ DR. FRANCIS E. MCMAHON has been appointed to the faculty of the College of the University of Chicago as associate professor of philosophy.

Degrees and Honors

☐ ABBE ARTHUR MAHEUX, noted Canadian historian and professor of history at Laval University, Quebec, recently received the medal of an Officer of the Order of the British Empire. The Abbe was honored by King George VI for his work as an historian and for his efforts to bring about greater unity among the various sections and races of Canada.

☐ REV. HENRY TIBLIER, S.J., of Spring Hill College, Mobile, Ala., has received the degree Mag. Agg. (Magister Aggregatus) from St. Louis University on authorization of Gregorian University in Rome, the only institution that bestows it. Father Tiblier had received his D.D. at the Gregorian University and was about to take an examination for the Mag. Agg. degree when the United States entered the war. The Gregorian University authorized St. Louis University to conduct the examination and issue the degree.

☐ REV. JAMES J. O'BRIEN, S.J., of Loyola University of the South, New Orleans, La., poet and historian, has been made an honorary member of the Eugene Field Society.

☐ SISTER M. HELEN PATRICIA, head of the department of romance languages at Immaculata College, Immaculata, Pa., has received from Getulio Vargas, president of Brazil, on behalf of his country, a gift of five books specially bound and autographed, in recognition "of the great good work which she has for so long carried on in behalf of better understanding among the peoples of the Americas."

☐ BROTHER LEO J. BAIER, S.M., professor of biology at St. Mary's University, San Antonio, Tex., has received the Mackensen Medal for research in biology.

☐ WILLIAM THOMAS WALSH, Catholic historian and writer, has been awarded the Cross of a Commander of the Order of Alphonso X by the Spanish government. The award recognizes his three outstanding Spanish biographies, particularly his *St. Teresa of Avila*, published recently.

Jubilee Commemorations

☐ SISTER M. EUPHRASIA HALLINAN, R.S.M., celebrated the golden jubilee of her religious profession at St. Patrick Academy, Chicago, Ill., on Nov. 20, 1943.

☐ The sixtieth anniversary of the arrival of the SISTERS OF THE THIRD ORDER OF ST. FRANCIS in Hawaii was commemorated with a solemn Mass in St. Francis Convent, Manoa, the mother house of the community, recently. The Sisters came to the Islands, at the invitation of the king and queen, to care for lepers.

☐ SISTER M. GABRIELLE, O.P., principal of St. Fidelis School, College Point, Brooklyn, N. Y., was honored on the occasion of her golden jubilee with a series of events from Thanksgiving Day to Dec. 5.

☐ BROTHER EXUPERE, S.C., at St. Joseph's

(Continued on page 20A)



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Catholic Education News

(Continued from page 18A)

House of Studies, Metuchen, N. J., observed the seventieth anniversary of his entrance into the Congregation of the Brothers of the Sacred Heart, on Dec. 27, 1943. Brother Exupere was born in France in 1858, entered the Community in 1873, and came to America in 1904. He is still active.

|| BROTHER F. LEY, S.M., of the University of Dayton, Dayton, Ohio, has celebrated the seventieth anniversary of his profession in the Society of Mary. He is 86 years old and retired from teaching 17 years ago, but has been active in the University bookstore. As a hobby he makes rosaries and chaplets from necklaces supplied by former students and friends. These he sells for the benefit of the missions.

Requiescant in Pace

|| RT. REV. MSGR. JAMES J. HARTLEY, rector emeritus of St. Bernard's Seminary, Rochester, N. Y., a member of the original faculty of the seminary, died Dec. 14, at the age of 83.

|| REV. OTTO KUHNMUENCH, S.J., 67, died of pneumonia at St. Louis, Mo., Dec. 19. He was the author of several textbooks on Latin and master of several modern foreign languages. He was a native of Milwaukee, Wis.

|| REV. PHILIP DE TERNANT, noted botanist, died in London recently at the age of 54. He did much research in botany and was the author of *Some Pathfinders of Organic Evolution*.

|| REV. DENIS MURPHY, O.S.B., age 83, died in November at Kansas City, Kans. He had been a Benedictine for 62 years and a priest for 54 years.

|| BROTHER JOSEPH FIELDING, T.O.R., died in December at the mother house of the Third Order Regular in Loretto, Pa., at the age of 93.

Most of his life was spent as a missionary to the Indians, particularly in Minnesota and Nebraska.

|| SISTER M. LAUBIA, of the Franciscan Missionaries of Mary, died September 4 at a Japanese concentration camp. She had worked in China for 11 years and became superior of her community several years ago. At the time of the Japanese invasion, she was at Cheefoo, Shantung Province. She was born 46 years ago at Suncook, N. H.

|| SISTER M. PAULINE FISCHER, O.P., general overseer of building and construction at the convent of St. Catherine of Siena at Racine, Wis., died December 1. She was born in Switzerland, January 27, 1886, and had been in the Order for 54 years.

|| SISTER M. ANTHONY DALTON, of the Congregation of the Sisters of St. Joseph, died November 23 at Holy Family Convent, Pittsford, N. Y., in her forty-eighth year in religion.

|| SISTER M. KATHLEEN, professor of education at the College of St. Elizabeth, Convent Station, N. J., died November 24 at the age of 62. She was a member of the N.E.A., the American Association of School Administrators, and the Society for the Study of Education.

|| SISTER M. DOMITALLA MINAGHAN, I.H.M., died in Philadelphia, November 23, in the forty-fifth year of her religious life. She taught for 41 years at St. Aloysius Academy for Boys at West Chester, Pa.

|| SISTER M. MARGARET SUSTENDAL, O.P., died last November at New Orleans, La. She had been a Religious for 48 years, and was in the classroom the day before she went to Hotel Dieu Hospital before her death.

|| SISTER MERCEDES WATEREN, O.S.U., died at the mother house of her Order at St. Joseph, Ky., November 20, in the eightieth year of her age and the sixtieth year of her life in religion. Most of her life in religion was spent as infirmarian at Mt. St. Joseph.

|| SISTER M. MARCELLINE STREET, of St. Francis Xavier Convent, Vicksburg, Miss., has died after 63 years as a Sister of Mercy.

|| SISTER ANNA KOHNLE, 80, died on December 4 at the Academy of the Sacred Heart, Rochester, N. Y. She had been a Religious of the Sacred Heart for 60 years, and had served for 43 years at the Academy.

SIGNIFICANT BITS OF NEWS

|| A warning to Swiss youth to guard their freedom, since its violation elsewhere has caused "bitter suffering" to fall upon "the Catholic Church and its youth," has been conveyed by Pope Pius XII, the Vatican radio said in a broadcast for German listeners, picked up by U. S. Government monitors. The broadcast consisted of excerpts from a letter sent by the Pontiff to members of the Swiss Catholic Young Men's Association on the occasion of its golden jubilee.

|| On the Feast of the Immaculate Conception, the fifty-fourth anniversary of the founding of the Catholic University of America, the faculty, alumni, and alumnae gave a testimonial dinner to the recently installed rector, Msgr. McCormick, the first rector to be chosen from the alumni. Msgr. McCormick has worked unselfishly for the University for half a century.

|| At Harrisburgh, Ohio, the Sacred Heart of Mary Parish has a school with a 100 per cent enrollment of the children of the parish. There are 99 pupils in this rural school conducted by the Sisters of Notre Dame. The pastor, Rev. Ernest J. Smith, drives the school bus three times each day, a total of 60 miles. Before the recent purchase of the bus, Father Smith used his automobile.

|| At Tuskegee Army Air Field, Tuskegee, Ala., a Holy Name Society has been formed among the Negro troops by Rev. Leo Farragher, S.S.J. Father Farragher is pastor of St. Joseph's Church at Tuskegee, Catholic chaplain to the students and faculty of Tuskegee Institute, and, as teacher of a course in Christian ethics to

(Continued on page 23A)

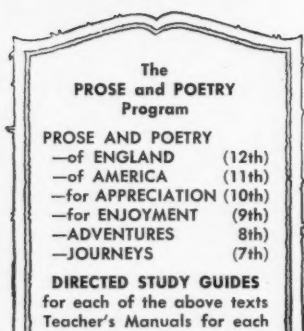
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This is *Emily Mallia* Speaking . . .

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He's been gone nearly two years now.

I like to think of him as carrying one of these
.30 Caliber Carbines wherever he goes.

We make them here,
and it's comforting just to know that my hands
helped make a part of what he's fighting with.

I know that when Mike shoots his gun,
the bullet will go straight where he aims it because
practically everyone in the U E F plant here has
his own *personal* reason for putting his heart
and mind into the work.

You see, nearly everyone of us has somebody
in the Armed Forces who's fighting for us.

For us—and for you, too . . .

And for the way Mike and I want to live . . .
in peace and comfort—after the war's won.

So we all say: Speed the guns . . . to speed that day!

EMILY MALLIA—Badge No. 5301

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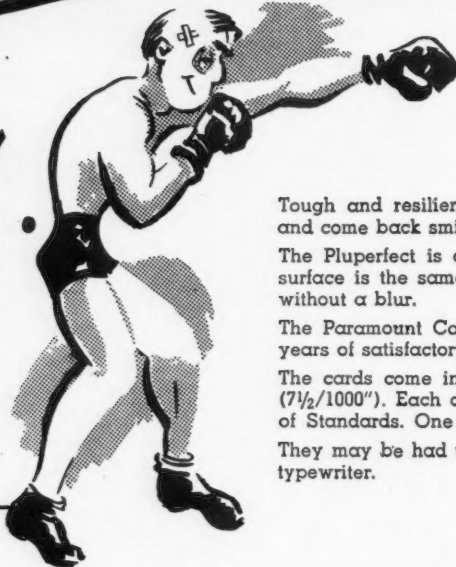
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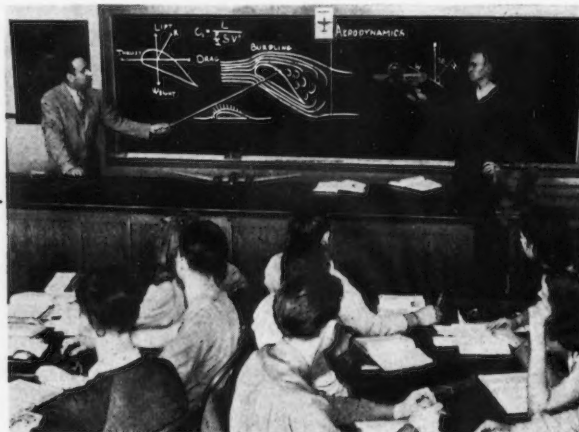
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Catholic Education News

(Continued from page 20A)

student nurses, he is the first Catholic priest to serve on the faculty of Booker T. Washington School.

On December 8 was celebrated the sixtieth anniversary of the founding of the Mission of the Immaculate Virgin at Mount Loretto, Staten Island, N. Y. On Thanksgiving Day in 1883, Father John Drumgoole arrived at Mount Loretto with a boatload of boys from downtown Manhattan. Since then, 45,000 homeless boys have entered the Mission. The farm village now shelters more than 1000 boys and girls. The pontifical jubilee Mass was celebrated by Most Rev. Stephen J. Donahue in the Church of SS. Joachim and Ann on the grounds of the Mission.

At Buenos Aires, Argentina, last November, more than 100,000 children attended a field Mass during a Catholic Child Congress, held in honor of the episcopal silver jubilee of Cardinal Copello, archbishop of Buenos Aires.

Loyola University in Chicago has opened a seminar for the training of case aides to do rehabilitation work in postwar Poland. The seminar, open to men and women of Polish descent, is sponsored by the Bishops' Committee on Polish Relief and the League for Religious Assistance to Poland.

The University of Dayton, conducted by the Brothers of Mary, at Dayton, Ohio, has inaugurated a "Marian Library Project." Rev. Lawrence Monheim, S.M., director of the project, says that the object is to assemble all books in the English language on our Blessed Mother.

At Washington, D. C., the N.C.W.C. recently published a leaflet entitled *Liberty of Education*, by William F. Montavon, director of the legal department of the N.C.W.C. This study of the meaning of educational freedom

(Continued on page 28A)

New Books

(Continued from page 66)

photographs. Cloth, 177 pp. \$2. Longmans, Green and Co., New York, N. Y., 1940.

On the title page of this work we are told that this is a narrative biography of Father Gerard A. Donovan of Pittsburgh, Pa., a Maryknoll Missioner slain by bandits in Manchukuo. The book has been selected by the Pro Parvulis Book Club for senior high school reading.

The title is poignant and very apt, for the clause is a fateful one in the Manchu country. There the sorghum at full growth has proved one of the major factors in the success of Manchu bandits. Such was the case in the story told here.

The Reverend Author tells us that Father Jerry was in the sanctuary at Benediction when the bandits came for him. "It was," he writes, "a cold autumn twilight and the congregation was small. . . . For at this season the sorghum was high and most able bodied persons were at work."

Because Father Jerry Donovan was of our time—he was killed in 1938—the account of his martyrdom touches us deeply. His dear ones are still alive. The report of how they took the news of his capture and then of his death would be sad beyond words were it not for the spiritually consoling thought that by his violent death in the service of the apostolate he became a martyr. Well might his brother, Father Tom Donovan, say while kneeling beside his casket, "My, I envy you, Father Jerry." And well might his bereaved mother say, "I gave him to God. . . . I am sure He has made good use of him." And He has.

The book tells the complete story of Father Donovan's life. Until Chapter XIV it sparkles with Irish wit and the reader chuckles repeatedly. The last six chapters relate the story of his capture and death. The final chapters are couched in forceful terms—sad, beautiful, and so reverent

that when the reader closes the book he is inclined in spirit to kneel before the casket and pay prayerful homage to a modern martyr—our own Father Jerry A. Donovan.—S. M. S.

The Beggar's Penny

By Catherine Cate Coblenz. Cloth, 280 pp. \$2.50. Longmans, Green & Company, New York, N. Y.

The heroic struggle of the besieged city of Leyden to remain free of Spain's yoke in the sixteenth-century struggle is touchingly depicted in the lives of three children who aided in the city's deliverance. A document of courage and glorious faith in God, the book will give the high school student a painstakingly accurate and captivating glimpse into the sixteenth century.—M. S. B.

Kutkos, Chinook Tye

By Mildred Colbert. Cloth, 240 pp., illustrated. \$1.12. D. C. Heath & Co., Boston, Mass.

A story of the Chinook Indians, a Northwest Coast tribe, based on tribal myths and legends. The stories are well written and interesting, but the reviewer wishes that most of the illustrations had been omitted.

Old Liberty Bell

By Frances Rogers and Alice Beard. Cloth, 106 pp. \$1.50. Frederick A. Stokes Company, Philadelphia, Pa.

This complete biography of the bell which, from 1753 on, proclaimed liberty and freedom to all the peoples of new America should find a welcoming niche in supplementary reading lists for American history. Feelingly written, the book makes the bell an almost human creature taking an almost human part in the tragedies and triumphs of the new democracy.—M. S. B.

Educational Material on Forests

The Public Relations Department of the American Forest Products Industries, Inc., 1319 Eighteenth St., N.W., Washington, D. C., has available for distribution to schools a valuable

(Continued on page 24A)

New Books

(Continued from page 23A)

collection of posters and other educational material. Send to the above address for a list.

Leathernecks

By Rolfe Boswell. Cloth, 205 pp. \$2.50 Thomas Y. Crowell Company, New York, N. Y.

The story of the U. S. Marines is told with emphasis both on the early history of the Corps and on its recent achievements from Iceland to Guadalcanal.

Paying for the War

By Babcock, Jeffery & Troelstrup. Paper, 69 pp. 30 cents. National Council for Social Studies, 1201 Sixteenth St., Washington, D. C.

A resource unit for teachers of the social studies.

Democracy vs. Dictatorship

By Smith, Negley & Bush. Paper, 69 pp. 30 cents. National Council for Social Studies, 1201 Sixteenth St., Washington, D. C.

To teach the student to understand our own and our enemy's ways of life.

Lest We Forget Series

Handbooks for listeners to radio programs of corresponding names. *A Better World for Youth*, 10 cents; *Lest We Forget Our Constitution*, 10 cents; *America Determines Her Destiny*, 10 cents; *Democracy Is Our Way of Life*, 50 cents. Institute of Oral and Visual Education, Radio Division, 101 Park Ave., New York, N. Y.

The transcriptions are supplied to broadcasters free of charge.

Silas Marner

By George Eliot. Adapted by Mabel Dodge Holmes. Cloth, 170 pp. Globe Book Co., New York, N. Y.

The Little Minister

By James M. Barrie. Adapted by Thos. L. Doyle. Cloth, 181 pp. Globe Book Co., New York, N. Y.

In these two books the originals of *Silas Marner* and *The Little Minister* have been abridged and simplified, omitting long descriptions and eliminating most of the dialect. Questions and exercises for readers are provided.

Leyendas y Cuentos Panamericanos

By Dasch, Abramowitz & Munoz. Cloth, 194 pp., illustrated. Globe Book Co., New York, N. Y.

A simple, second-year Spanish reader composed of folklore of Spanish America.

Says Mrs. Crowley, Says She!

By Doran Hurley. Cloth, 254 pp., \$2. Longmans, Green and Co., New York.

Having read with zest and spontaneous hilarity *The Old Parish* and *Herself*, we have more than a nodding acquaintance with Mrs. Crowley. Yes, we love Mrs. Patrick Crowley. But to those of us who are Doran Hurley's readers *Says Mrs. Crowley, Says She*, is more than the lure of the past.

To begin with the "first things first," *Says She* bespeaks Catholic Action in concrete examples. It should be required reading in all Catholic high schools and colleges. The book opens with clearly implied, albeit wit-veiled hints on how to accept a new pastor with grace. No parish uprising and calling on the bishop here. Mrs. Crowley's prayer for Pope Pius XII is inspirational. As to the saints—"Our Lady is worth a million Irishmen," says she. And, says she, "when Lent was over we felt sad, not glad." And when the Smith fellow approached her with a plea to save America from the Jews, she pinned him to the wall in a truly Crowlean manner—mincing no words and making her meaning clear, for in her days didn't Jake Rubinovitch watch all night with her at Dermot's bedside? And when at three o'clock she started the Rosary and broke down, didn't he take it up?

She says that Patrick Donahue established the Boston Pilot and lived Catholic Action through and by it. No literary sashaying here through "Church Manners," "The Church Universal," and "Fifth Columns." These chapters must be read to do *Herself* justice—especially her interpretation of "fifth columns."

In speaking of Ireland she forgives England; in "Sunday" she gives us a five-page lecture on what to do, and what not to do on the Lord's Day. From "The Library" on to the end of the book she says so much and in such acerbative, point-blank, flowing Crowlean phraseology that an attempt at high lighting it would be pure desecration.

May St. Patrick who converted the Poles, and St. Brendan who discovered America pray for the creator of *Mrs. Crowley* so that in the next book she may continue to personify from a still more refreshing point of vantage the "Glorious Apostle" of *The Old Parish*.

The Courage and the Glory

By John J. Floherty. Cloth, 189 pp. \$2.25. J. B. Lippincott Co., Philadelphia, Pa.

Terse, dramatic, and brilliantly colorful as a well-written newspaper story, this testimony to the bravery and courage of our World War II heroes will be read by young Americans with a burning excitement and pride. Awesome is the magnitude of storybook (but none the less authentic) detail Floherty has gathered almost before the press wires have cooled. Bulkeley, Wheelless, Brown, McArthur—they all are here in fresh, living glory and new reality.—*M. S. B.*

The Wishing Window

By Hortense Flexner. \$1.50. Frederick A. Stokes Company, Philadelphia, Pa.

A clearly etched, unemotional glimpse—for the very young—of two French children, brother and sister, who endure the Nazi invasion with imaginative sangfroid. Jacques and Clare hear and feel the thud of bombs, see silver-tipped planes slice out of the sky to kill, flee from

(Continued on page 26A)

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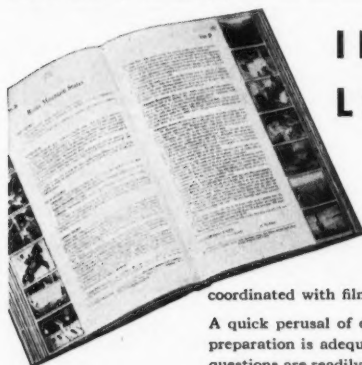
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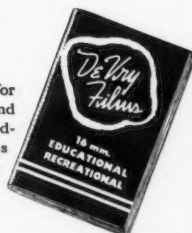
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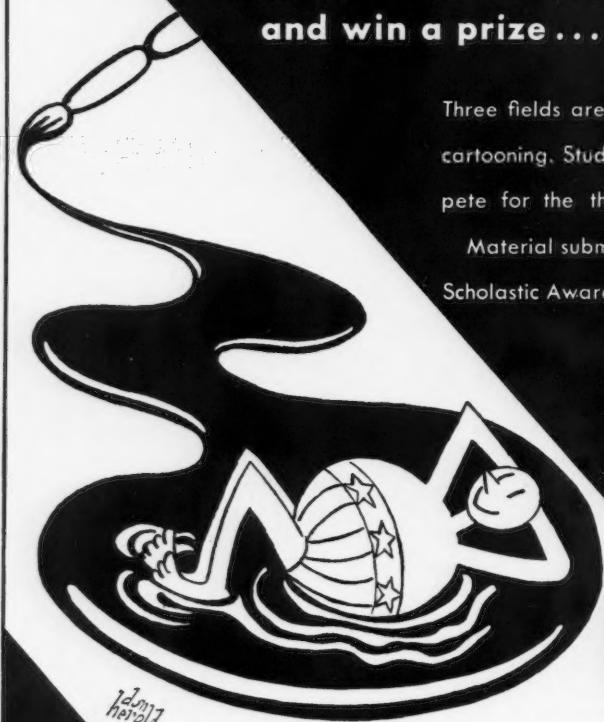
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New Books

(Continued from page 24A)

their home in a gray, smoke-choked dawn — yet, withal, never lose their ardor for pink-frosted buns, a whistler's tune, an old yellow cat. The book is a modulated, almost tender picture of a hate-scoured country and an excellent, nonshattering introduction of the young to the world beyond their next door neighbor's yard. — *M. S. B.*

Bibi, the Baker's Horse

By Anna Bird Stewart. Cloth, 190 pp. \$2. J. B. Lippincott Company, Philadelphia, Pa.

Out of the laughing, prewar France comes this tale of the little Corsican horse, Bibi, who pulled a baker's cart with eager, intelligent feet and who was beloved by all the sunny people of sunny Provence. Good reading for those who still prefer to ignore World War II. — *M. S. B.*

Shadow Catcher
By Julia Carson. Decorations by Theresa Kaleb. Cloth, 215 pp. \$2. Longmans, Green and Co., New York, N. Y.

Tenny Crepps, 15, and her brother Budge, several years her senior, are sent for a vacation to the farm of a great-aunt whom they have never seen. *Shadow Catcher*, an old canal boat, makes a happy setting for most of their good times. A stolen pay roll, an attempted swindle, the gaining of a new home and educational funds, and two romances call forth mystery, suspense, surprise, and fast tempo. Written for high school age. — *M. S. S.*

The Falcon of Eric the Red

By Catherine Coblenz. Cloth, 211 pp. \$2.25. Longmans, Green and Co., New York, N. Y.

"If I but had you for my own!" cried Jon, as he looked at the beautiful gyrfalcon resting on his hand. He had trained this gyr as he had

trained others—in obedience to Old Olaf—for Eric the Red who, in turn, sent them to King Olaf Tryggvason. But this whitest of gyrs was different. Jon loved it till the love hurt, and his love was reciprocated. So begins this story of Greenland and its famous gyrfalcons and goes on to tell how finally Jon gets the gyr for his own; how he saves the Vikings—his people—from the Skraelings; how the Vikings, even Old Olaf, come to feel that in this land there is a sense of liberty. For grades five to seven. — *M. S. S.*

Jump Lively, Jeff

By Ada Claire Darby. Cloth, 280 pp. \$2. Frederick A. Stokes Company, Philadelphia, Pa.

Jeff, a shiny-eyed, wiry Negro with a tremendous amount of integrity and a heart far larger than his own small self, rollicks through the pages as a typical American Negro boy in the days when Eugene Field was a young man in "old St. Joe." Ada Claire Darby here has given a painless and delightful dose of American Negro lore—post-Lincoln—as well as a charming story. From his small feet wrapped in burlap to the gleaming black crop sketchily covered with an ancient straw hat, Jeff is authentic. — *M. S. B.*

Jack Horner and Song of Sixpence

By Emily Barto. Cloth, 85 cents. Longmans, Green & Company, New York, N. Y.

Fully illustrated.

Some Music

Publications of J. Fischer & Bro., New York City:

Missa pro Pace for two mixed voices and organ by Vincent Goller, arranged by Rev. Carlo Rossini; score, 80 cents; soprano voice, 20 cents.

Goller, Ebner, Piel, Griesbacher, and several others have written Masses in this arrangement for which there is not so much demand. This is perhaps Goller's best. Wielding a fertile pen, al-

ways lucid and logical, the composer wrote a Mass in fluent dialog phrases and supple organ accompaniment from which the average listener will derive full enjoyment. It is Caecilianism at its best.

Mass of the Angels for three equal voices and organ with unison chorus (congregation) by Pietro A. Von; score, 80 cents; unison voice, 15 cents.

In imitation of the late Rev. H. Gruender, S.J., who pioneered in this arrangement, the present composer gives us the Gregorian *Missa de Angelis* with alternating imitative and homophonous inserts throughout. The Mass requires good sopranos.

Missa in Honor of St. Sebastian for unison choir and organ by Philip G. Kreckel; score, 80 cents; voice, 20 cents.

The composer took for his melodic theme the Alleluja verse from the Feast of the Circumcision. All the parts are mensurated in simple and easy manner, accompanied by a fluent organ part, except the Credo which is a Gregorianesque invention. Mr. Kreckel is nothing, if not versatile. It is the more regrettable that he imitated in the Credo the rhythmical absurdities of neo-Solesmes.

Missa Beat for soprano and alto and organ by Martin G. Dumler; opus, 49 cents; score, 60 cents.

This is by design a modern composition. The melodic line is somewhat angular, the accompaniment independent and restless. The Mass is individualistic and requires sure-footed performers.

Choruses in octavo form: *Regina Caeli*, soprano and alto or tenor and bass, Schulz-Kreckel; *Emite Spiritum*, soprano and alto or tenor and bass, Schuetky-Kreckel; *Exultate Domino*, soprano and alto or tenor and bass, Zangl-Kreckel;

(Concluded on page 29A)



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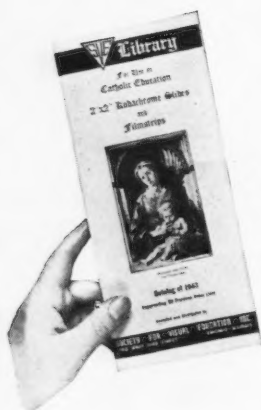
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Catholic Education News

(Continued from page 23A)

under the U. S. Constitution as interpreted by the Supreme Court states that it is unjust discrimination and "a step in the direction of totalitarianism in education" to deny pupils of Catholic schools any of the extracurricular services given to those attending public schools—such as transportation, lunches, books, and medical and welfare services.

¶ Postwar Education and Re-education of Totalitarian Youth are among the teachers' courses announced for the second semester at Providence College, Providence, R. I.

¶ Students of Monte Cassino School at Tulsa, Okla., in a recent name-a-plane drive, sold more than \$1,000,000 worth of war bonds and stamps. The quota assigned to the school was \$400,000. The proceeds will purchase two bombers, to be named "Monte Cassino" and "Benedictine"; also an ambulance plane to be called "Pax," a fighter plane to be called "Ariel" after the school paper; and, finally, 15 jeeps. Monte Cassino is a boarding school for girls conducted by Benedictine Sisters, with grades, high school, and junior college.

¶ The Clerics of St. Viator recently were given charge of the boys' department of St. Joseph's School for the Deaf in the Bronx, New York City.

¶ Loyola University, Chicago, began on November 29 a series of 12 weeks' war-training courses, sponsored by the U. S. Office of Education. Industrial accounting, cost accounting for war industries, and chemical laboratory technique are among the special classes.

¶ At Saginaw, Mich., on December 13, the municipal government was taken over for the day by students from five Catholic high schools.

¶ In Toledo, Ohio, a Catholic Club, enrolling

(Concluded on page 31A)

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SHAW FINGER PAINT makes unusually decorative posters and is likewise ideal for craft work. Available in boxes containing 6 assorted colors, paper, spatulas and instructions, also in bulk in 4-, 8-, 16-, 32-oz. and gallon containers. Free Instruction Book on Request.



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New Books

(Concluded from page 26A)

Laudate Dominum, first and second soprano and alto, Ett-Kreckel, the first three with organ, the last for voices only, 12 cents each. They are separate reprints from a larger collection, *Regina Pacis*, by Mr. Kreckel.

Organ accompaniment to *The Gregorian Kyrie with Requiem* by Rev. Carlo Rossini, \$2.50.

Laus et Jubilatio, Motets, Hymns and Kyrie for All Seasons and Major Feasts of the Liturgical Year with organ accompaniment by Rev. Carlo Rossini. \$2.50; voice, 50 cents.

A pretentious subtitle announces the latter volume as "The Standard Gregorian Manual for Church Choirs, High Schools, and Colleges." The major contents of both volumes are taken from the Solesmes publications which are not identical with the Vatican. The accompaniments, like all the more recent chant accompaniments, make liberal use of modern contrapuntal artifices and harmonic devices, chroma excepted, to effect variety and spice. If all that modern license permits combines so readily with the Gregorian, why, one may ask, draw the line at chromatics? Give me Griesbacher in preference to these uncouth and obtrusive dissonances. Griesbacher used chroma in his chant accompaniments with striking musical results. The result of these recent efforts is a grating cacophony that has nothing in common with the native chasteness of the Gregorian cantilena.

All this, aside from the absurd rhythm, a preconceived, unyielding, mechanical scheme which "lords it over" the text and compels it into Procrustean conformity. Simple phrases like the following, whether measured or free, are tortured in this manner: *et cum spiritu tu-o; Patér noster qui es in cae-lis; adveniát regnùm tu-um; et*

expectó resurrexi-o-ném mortu-o-rum, etc. The change of harmony, itself an accent, takes place invariably on the marked syllable. Whatever figment this may be, it is not oratorical rhythm nor what the Vaticana teaches. — J. J. P.

Publications of the Zohlen Music House, Sheboygan, Wis.

Mass in Honor of St. Patrick for two mixed voices and organ or melodeon by Rev. Jos. J. Pierron, 2nd edition. Score, 60 cents; 12 copies, \$4.

This Mass is written chiefly in the contrapuntal style of the ancients in which it shows great proficiency. The voices are kept within easy range; it is full of life with scattered modern touches and stands high above the average level of similar compositions. A find for vacation high Masses. — F. T. W.

Short Mass in Honor of St. Joseph for two equal voices and organ or melodeon by Rev. Jos. J. Pierron. Score, 50 cents; 12 copies, \$3.50.

Indeed, a short, brilliant, and snappy Mass; something for streamliners. This composition, alternating between dialog and homophony, will not fail to please. The music is always devotional, always interesting. Too bad the proof-reading was not done more carefully.

Short Requiem Mass for unison, soprano and alto, or tenor and bass, with organ or melodeon by Rev. Jos. J. Pierron. Score, 50 cents; 12 copies, \$3.50.

The composer set himself a high goal: a composition to compete with the Gregorian requiem; not an easy task. This reviewer finds the solution very satisfactory and a real contribution. What prayerful opening lines; what a perfect sequence; what tenderness in the final invocation! The Offertory is one grand climax and the Libera a perfect text interpretation with a lovely echo from the Introit. This requiem will disappoint no one. Very moderate demands are made on the voices. The price is very cheap. Let Father Pierron write more such music. Catholic choir directors of the future will bless him. — F. J. K.

Oliver Ditson Co., Philadelphia. Mass in honor of the Most Holy Redeemer by Leopold Syré for S. A. T. B. with Organ. Price, 80 cents.

This is a good Mass, moderately modern, devotional, and with good organ support for the voices. The composer seems to have a flare for solos hard to suppress. A solo in liturgical music must not exceed the extent of "a melodic spurt" (*Motu proprio*).

Oliver Ditson Co. Mass in F for two voices by Antonino Mauro, op. 101. Price, 60 cents.

This Mass adds nothing to the literature of liturgical music. The writer makes liberal use of modern harmonic license with disappointing results. The Mass lacks depth and dignity; it is in fact trivial. — J. J. P.

COMING CONVENTIONS

● Feb., 1944. Oklahoma State Teachers Association, at Oklahoma City. Exact days not reported. C. D. Howell, 320 Perrine Bldg., Oklahoma City, director of exhibits. ● Feb. 11-12. Southern Wisconsin Education Association, at Madison. Viola N. Smith, Central High School, Madison, secretary. ● Feb. 21-23. American Association of School Administrators, at New York. S. D. Shankland, executive secretary. ● Feb. 28-March 1. American Association of School Administrators, at Chicago, Ill. S. D. Shankland, executive secretary. ● March, 1944. Mississippi Education Association, at Jackson. Exact days not reported. W. Taylor, Box 826, Jackson, secretary. ● March 20-24. North Central Association of Colleges and Secretarial Schools, at Chicago, Ill. G. H. Rosenlof, University of Nebraska, Lincoln, Neb., secretary. ● March 22-25. Schoolmen's Week, University of Pennsylvania, at Philadelphia, Pa. Dr. Theodore L. Reller, Eisenhower Hall, University of Pennsylvania, Philadelphia, secretary. ● March 23-24. Music Teachers' National Association, at Cincinnati, Ohio. D. M. Swarthout, University of Kansas, secretary. ● March 23-25. New Jersey Vocational and Arts Association, at New York, N. Y. J. J. Berilla, Phillipsburg, N. J., secretary. ● March 30-31. Alabama Education Association, at Birmingham. Frank L. Grove, 21 Adams Ave., Montgomery, secretary.

On November 23, 1942, we inserted the following advertisement in the newspapers. The thoughts expressed in it are even more important today than they were when first published.

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"Men of Texas" (Universal) 9 reels. The Lone Star State just after the War Between the States. Available for approved nontheatrical audiences. "The Horse in North America." Color, 20 minutes. The evolution of the horse on the North American continent reconstructed from preglacial fossil remains by University of California scientists. For high school, college, and general interest. "Nursing—A Career of Service." No. X960, Silent Monochrome; No. CX960, Silent Color, 28 minutes. Step by step progress of student nurse. "Making a Stained Glass Window." No. C963, Color Sound, 20 minutes. A process film showing each step in the making of large stained glass windows, using American materials and craftsmanship.

Bell and Howell Company, Filmosound Library, 1801 Larchmont Ave., Chicago 13, Ill.
For brief reference use CSJ—210.

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Educational Department of R.C.A. Victor Division, Radio Corporation of America, Camden, N. J.

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New Tools for Learning, 280 Madison Avenue, New York 16, N. Y.

For brief reference use CSJ—212.

"FILM-FAX"—SEMIMONTHLY

A publication furnished free to all Educational Institutions, Home and School Societies, and other organizations having 16mm. sound equipment. Also a film catalog for 1944, 64 pages, listing 16mm. Sound-on-Film feature productions and short subjects. Educational films are available on rental basis to schools, colleges, and all organizations. Fifteen coast-to-coast branches are maintained.

The Russell C. Roshon Organization, R.K.O. Bldg., Radio City, New York, N. Y.

For brief reference use CSJ—213.

NEW FILM—"WHERE DOLLARS MAKE SENSE"

How adequate schools, properly equipped and with better paid teachers, bring a dollar and cents return to community, state, and nation is the theme of a sound motion picture, "Where Dollars Make Sense." The sponsors, The National School Service Institute, has assigned production to the Jam Handy Organization, Detroit, Mich.

The Jam Handy Organization, 1775 Broadway, New York, N. Y.

For brief reference use CSJ—214.

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(Concluded on page 31A)

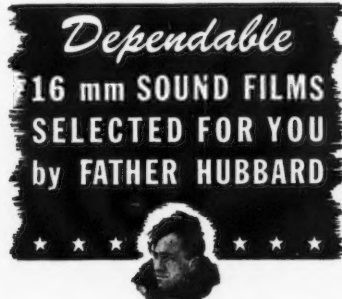


Besides this picture story about Our Lady, TIMELESS TOPIX for February presents: 1. A feature on the Curé of Ars. 2. The heroism of a Chaplain. 3. Why girls become Nuns. 4. A picture story glorifying the Holy Name of Jesus.

Current TOPIX issues are carrying the nationwide Song of Bernadette Contest with \$4,200 in cash and merchandise prizes for pupils and teachers.

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New Supplies

(Concluded from page 30A)

torium, gymnasium, or athletic stadium. *Planning Tomorrow's Schools* is an illustrated booklet on planning schools with this feature in mind.

Educational Department, R.C.A. Victor Division, Radio Corporation of America, Camden, N. J.

For brief reference use CSJ—215.

MATERIAL ON MIDDLE AMERICA

The Middle America Information Bureau, 9 Rockefeller Plaza, New York 20, N. Y. (conducted by the United Fruit Co.), will be glad to send any or all of the following material to schools free on request.

Material Available:

Middle America and the United States: A Folder

Background Information on Middle America
Books About Middle America: A Selected Bibliography

Middle America in Business
Background Information on Bananas
Background Information on Middle American Woods

Background Information on Rotenone
Cocoa and Middle America
Spices Look Homeward

Outline for a Speech on Middle America for Men's Groups

Outline for a Speech on Middle America for Women's Groups

Material in Preparation:

Middle America in Maps and Statistics

Abaca and Middle America

Quinine and Middle America

Essential Oils and Middle America

Catholic Education News

(Concluded from page 28A)

grade and high school pupils, is conducting classes in swimming and applied arts.

¶ Catholic colleges and universities of the United States are offering 151 scholarships to students from Latin America according to the 1943 edition of the Directory of Latin American Students and Scholarship Offerings published by the N.C.W.C.

¶ Classes in law and education are now being held in Fordham University's recently acquired building at 302 Broadway, New York City, near the City Hall. There are 1157 students in the school of education.

¶ The Indiana legislature has passed, almost unanimously, a bill approving released time for religious instruction of pupils in public grade schools.

Bishop Establishes Library

Most Rev. Edwin V. O'Hara, bishop of Kansas City, has made plans to establish a 15,000-volume library for use of the public. The first floor of the residence occupied until recently by Bishop O'Hara can be arranged at very slight expense into ideal quarters for the public library. The Bishop has asked for a branch of the public library to occupy part of the space, but his own project will be independent of and supplementary to the proposed branch public library.

The library to be maintained by the Bishop will be for general reader interest, not limited to those of the Catholic faith, but it will follow the Christian tradition in literature.

The second floor of the building will be used as headquarters for the Inter-American Institute recently established by Bishop O'Hara to promote better understanding among the Americas. [See CATHOLIC SCHOOL JOURNAL, November, 1943, page 15A.]

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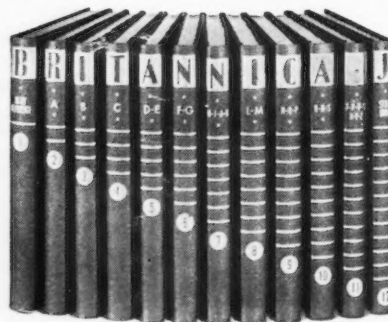
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